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ABSTRACT

This report describes New Jersey's progress in achieving the goals and objectives outlined in the State Plan for Vocational Education FY 1992-1994. The programs and activities described in the document were conducted during FY 1994 in compliance with the Carl Perkins Vocational and Applied Technology Act of 1990. The text contains narrative information and data on 12 areas: (1) performance standards core measures; (2) secondary and postsecondary/adult occupational programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity programs; (5) criminal offenders; (6) special populations (disabled persons, limited English proficient, disadvantaged persons); (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics and vocational education; and (12) career guidance and counseling. Narratives on each funded area also include information from grant applications, program evaluation reports, site visits, and other available programmatic or evaluative data. (KC)

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ED 391 960

STATE OF NEW JERSEY VOCATIONAL EDUCATION PERFORMANCE REPORT FY 1994

Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P. L. 101-392)

Leo Klagholz, Ph.D.
Commissioner of Education

Ellen Schechter
Assistant Commissioner
Division of Academic Programs and Standards

Thomas A. Henry, Ed.D.,
Director
School-to-Work Initiative

New Jersey State Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625-0500

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PTM No. 1445.00

INTRODUCTION

This report provides a comprehensive and objective account of the performance of vocational education in New Jersey. Emphasis is placed on the empirical data provided by the recipients. More specific information is available on each program or project from the State Director of Vocational Education, Dr. Thomas A. Henry. The report responds to the request of U.S. Office of Vocational and Adult Education for more objective information on the effects of programs and the benefits of training.

The *Vocational Education Performance Report* for fiscal year 1994 conforms with the Code of Federal Regulations 34 CFR 80.40(b)(1)(2), OMB Circular No. 1830-0503 and the requirements of the United States Department of Education. The format of this report follows a suggested outline of the United States Department of Education. This presented some reporting format problems because state and local educational administration is organized by program discipline (e.g., business education), which crosses the purpose/population funding categories (e.g., Integrating Applied Academics into Vocational Education) of the outline. A directory of resource persons is provided at the end of the document if additional information is required. The document is subdiveded into 12 sections as requested by U.S.D.O.E. Each section begins with an overview or description of the section topic. Following the overview, narrative items were prepared in response to OMB Circular No. 1830-0508.

ACKNOWLEDGEMENTS

All who furnished information and data essential to this report and to the success of vocational education in FY 1994 are gratefully acknowledged. Special thanks are due for the contributions of personnel of the Office of School-To-Work Initiatives and other staff of the Department of Education, staff of the Department of Labor and other departments of state government, members of the State Council on Vocational Education and staff of local education agencies. Very special acknowledgements are directed to Ms. Sylvia Kaplan for coordinating the final document and Ms. Loretta Mione for her patience and skills with layout and format.

EXECUTIVE SUMMARY

This report describes New Jersey's progress in achieving goals and objectives outlined in the *State Plan for Vocational Education FY 1992-1994*. The programs and activities described in this document were conducted during FY 1994 in compliance with Title I, II and III of the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990. The text contains narrative information and data on the following:

- Performance Standards and Core Measures;
- Secondary, Postsecondary/Adult Occupational Programs, Services and Activities;
- Single Parents, Displaced Homemakers and Single Pregnant Women;
- Sex Equity Programs;
- Criminal Offenders;
- Special Populations;
- State Leadership and Professional Development;
- Community Based Organizations;
- Tech Prep;
- Integrated Applied Academics and Vocational Education; and
- Career Guidance and Counseling.

This report follows the suggested outline of the U.S. Department of Education. This outline is addressed through data collected by various staff directly from the recipients and compiled on statewide spreadsheets. Where appropriate individuals topic or program spread sheets are presented. The narratives are based on the data reported. Narratives on each funded area also included information from grant applications, program evaluation reports submitted by the grant recipients, site visits and other available programatic or evaluative data.

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APPENDIX

1.0
PERFORMANCE STANDARDS AND CORE MEASURES
TITLE I - PART B, SECTION 115 AND 116
TITLE 5 - PART B, SECTION 512

1.0 PERFORMANCE STANDARDS AND CORE MEASURES

New Jersey's system of statewide performance standards and measures was developed in response to the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Section 115 sets forth the criteria for each state's system.

Each state must adopt at least two measures from among those listed. One must be a measure of gain in basic and advanced academic skills. The second measure must be one of four listed in the act. Each state is free to adopt additional measures. Research on program evaluation has shown that since occupational education programs have multiple goals, multiple measures should be employed. Reliance on too few indicators may result in undue concentration on only one or two of the program's goals to the exclusion of other equally important goals. New Jersey has chosen to adopt 17 measures and to apply those measures to all occupational programs. Five elements were identified, sub-elements were created and measures and standards for each sub-element were established. A phase-in implementation plan was developed in 1992. The responses to the following narrative items are based on that plan as published in New Jersey Program Performance Measures and Standards for Occupational and Technical Programs. A summary of that plan follows this section.

NEW JERSEY PERFORLMANCE MEASURES AND STANDARDS FOR OCUPATIONAL AND TECHNICAL PROGRAMS

ELEMENT 1: Achievement of Basic and Advanced Academic Skills

	SUB-ELEMENT	MEASURE	STANDARD	TIME LINES
1.1	Acquisition of basic skills	Secondary: English grade Early Warning Text	90% pass rate	AY 92-93
		Postsecondary-collegiate: NJCBSPT	90% pass rate for students completing remediation	AY 92-93
		Postsecondary-noncollegiate: HSPT or TABE	90% pass rate	AY 92-93
1.2	Gain in acquisition of basic skills	Secondary: Eighth grade Early Warning Test	2% increase in proportion of students passing compared to prior year	AY 93-94
		V-TECS academic item banks	20% gain from pre-to post test scores	AY 94-95
		Postsecondary-collegiate: NJCBSPT	2% increase in proportion of students passing compared to prior year	AY 93-94
		Postsecondary-noncollegiate: HSPT or TABE	2% increase in proportion of students passing compared to prior year	AY 93-94
1.3	Acquisition of advanced basic skills	Secondary : HSPT	95% pass rate	AY 93-94
		Enrollment in Tech Prep programs	70% eligible for year 3 enrollment	AY 93-94
		Enrollment in advanced placement courses	To be developed	AY 94-95
		Enrollment in honors program courses	To be developed	AY 94-95
		Postsecondary: Grade point average	Minimum of 2.5 average for program graduates or course sequence completers	AY 92-93
1.1	Gain in acquisition of advanced academic skills	Secondary : HSPT	10% increase in proportion of students passing compared to prior year	AY 93-94
		Enrollment in Tech Prep programs	10% increase in students eligible for year 3 enrollment	AY 93-94
		Enrollment in advanced placement courses	To be developed	AY 94-95
		Enrollment in honors program courses	To be developed	AY 94-95
		Postsecondary: Grade point average	2% increase in GAP for program graduaduates or course sequence completers	AY 93-94

ELEMENT 2: Achievement of Marketable Occupational Competencies

	SUB-ELEMENT	MEASURE	STANDARD	TIME LINES
2.1	Attainment of occupa-tinal competencies	Certification and licensure examinations or nationally-recognized examinations (1) (e.g. NOCTI examinations)	70% pass rate for all students qualified to sit for examinations (for NOCTI, scores at or above the national average)(2) Exceptional standard: 90% pass rate	AY 93-94
2.2	Gain in occupational competencies	Certification and licensure examinations or nationally-recognized examinations	2% increase in proportion of students passing or 20% gain in pro- to post-test scores (if pretest is possible with exam chosen)	AY 94-95
2.3	Employer satisfaction with student preparation	SETC/SCOVE follow-up survey	85% employers of program graduates or course sequence completers who respond report satisfaction with level of competence Exceptional standard: 95% employer satisfaction rate	AY 93-94
2.4	Learner satisfaction with preparation for employ-men	SETC/SCOVE follow-up survey	85% of program graduates or course sequence completers who respond report satisfaction with their preparation for employment	AY 93-94
2.5	Rate of job placement related to training, including further education or military	SETC/SCOVE follow-up survey	75% of graduates/completers who respond obtain successful placement (3) Exceptional standard: 90% of graduates/ completers obtain successful placement	AY 93-94
2.6	Job entrance wage	SETC/SCOVE follow-up survey	Program graduate/completer wages equal or exceed local norms for occupation	AY 93-94

(1) Districts may chose NOCTI or other available tests. (2) Use agency established rate if higher than 70%. (3) Placement standard to be adjusted as follows: a. Local unemployment rate-For each 1.0% the county's unemployment rate exceeds state average, the local placement standard shall be reduced by 10%; b. Special education students-The placement standard for special education students shall be 10%.

ELEMENT 3: Program Retention and Completion Rates

	SUB-ELEMENT	MEASURE	STANDARD	TIME LINES
3.1	Retention/completion rate	Program enrollment reports	Secondary: 80% of those enrolled complete the program Postsecondary: 80% of enrollment com-pleted the program, transfered to otherr institution, or reached educational goals	AY 93-94

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ELEMENT 4: Participation of Special Populations

	SUB-ELEMENT	MEASURE	STANDARD	TIME LINES
4.1	Recruitfment	Enrollment data	Initial enrollment in program is within 20% of institution's enrollment in regard to gender, racial/ethnic group, and special needs categories	AY 93-94
4.2	Recruitment	Enrollment data	Retention rate for each special popu-ation is within 10% of total program rate Exceptional standards: retention rate equals or exceeds the total program rate	AY 94-95
4.3	Recruitment	Enrollment data	Placement rate for each special popu-ation is within 10% of total program rate Exceptional standards: placement rate equals or exceeds the total program rate	AY 93-94

ELEMENT 5: Foundations for Lifelong Learning

	SUB-ELEMENT	MEASURE	STANDARD	TIME LINES
5.1	Learner interest in enrolling for further education or training	SETC/SCOVE follow-up survey	75% of program graduates or course sequence completers who respond indicate an interest in further education or training	AY 93-94
5.2	Learner satisfaction with preparation for further education or training	SETC/SCOVE follow-up survey	75% of program graduates or course sequence completers who respond report satisfaction with preparation for further education or training	AY 94-95
5.3	Learner enrollment in further education or training	SETC/SCOVE follow-up survey	75% of program graduates or course sequence completers who respond enroll in additional education or training within five years of graduation/ ampliation	AY 93-94

NARRATIVE ITEMS

1.1 Development, articulation and implementation

New Jersey's system of performance standards and core measures was implemented during FY 1994. Information on and assistance in implementation was provided to all LEAs. Data on each of the measures implemented this year were collected at the end of the school year. An analysis of those data is provided in section 1.5.

1.2 Coordination procedure(s) for using existing resources and methods from other agencies with vocational-technical education.

From the first steps in the development of the system, New Jersey has made use of existing resources. The Occupational Competencies Project, the basis of the measurement of related academic and occupational skills, has used the resources of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) to identify existing duty/task lists, curricula, instructional materials and test items. These resources have been incorporated into New Jersey's competency lists and competency resource guides. Staff have been in close contact with staff in other states to make sure that existing information and resources are incorporated into the system. The decision to use existing occupational competency tests rather than developing new instruments is an additional example of our commitment to the efficient use of our resources.

In addition to the resources identified through the NNCCVTE searches, staff contacted individuals from the New Jersey Department of Human Services for information on measures and standards used by their programs. Information received has been incorporated into the system. Staff have also worked closely with the staff of the Office of Employment and Training, New Jersey Department of Labor to ensure that any materials developed can be used by both public education programs and those offered through the JTPA system. The employability skills identified by the Occupational Competencies Project were written using the language of the JTPA Work Maturity Competencies. As a result of the cooperation between the Office of Employment and Training and the Office of School-to-Work Initiatives, the Department of Labor has adopted the OSTWI's occupational competency lists as the standard for all JTPA occupational training programs.

1.3 Committee of Practitioners contribution to development and modification

The system of measures and standards continued as a subject of discussion at committee meetings. See the appendix for the meeting minutes. The committee members were asked to assist in the dissemination of information on the standards and measures to LEAs.

1.4 List and describe the performance standards and core measures developed and used to assess vocational-technical education students' progress (e.g., retention in school, competency attainment, etc.) Discuss the impact this has made on the vocational-technical education programs.

New Jersey's system of performance standards and core measures responds to the requirements of the Perkins Act. The act specifies the minimum measures each state must adopt. It also specifies a number of other requirements for the development process and the final form of the system. New Jersey has chosen to exceed the requirements of the Perkins Act. The state's system includes more than the minimally required measures and has been applied to all occupational education programs, not just those programs directly funded. The actual measures and standards follow the introduction of this section.

One required element of the system is a measure of gain in basic and advanced academic skills. The second measure must be one of the four listed in Section 115(b). Although only these two measures are required, New Jersey has chosen to go beyond the minimum requirements. New Jersey adopted 17 measures that are being implemented in stages beginning with the last fiscal year with complete implementation by the end of FY 1996.

New Jersey also carefully considered the other requirements of the Perkins Act in the development of the system. The state has included several measures and procedures that will ensure that our system complies with the requirement for incentives or adjustments that are designed to encourage service to targeted groups or special populations. For both basic and occupational skill acquisition, the state has included a measure of gain. This will help to avoid the practice of accepting into occupational programs only high-achieving students. A second incentive is an entire element concerned with the participation of special populations. Included are measures of recruitment, retention and job placement. Programs that serve high numbers of special needs or "hard-to- serve" students will participate in the OSTWI's recognition system. Programs that exceed the minimum and meet the exceptional standard will also participate.

1.5 The percentage of LEAs that implemented the statewide system of performance standards and the percentage that met the performance standards

Data has been collected from LEAs on the elements of the performance standards. Analysis of that data is currently underway. When the data analysis is complete, it will be shared with the LEAs, other state agencies, the U.S. Departmrnt of Education and other interested individuals.

1.6 Manner in which the state assisted the LEAs in overcoming difficulties in development and implementation

During FY 1994, the following steps were taken to provide assistance to LEAs in the implementation of the performance standards and core measures.

- LEAs were sent information reminding them of the requirement to implement the standards and measures during the current school year. A second copy of the *New Jersey Program Performance Measures and Standards for Occupational Education Programs* and an informational package entitled *Frequently Asked Questions* were included.

- A data base containing information on available occupational competency tests was developed and disseminated. Standardized tests, test item banks from other states and consortia and tests developed by employer or professional associations were included.

- Staff organized two workshops for occupational education teachers and administrators on the selection and implementation of occupational competency tests.

- Staff presentations about the system of standards and measures at meetings of professional associations. Included were the New Jersey Education Association, the New Jersey Vocational Supervisors and Administrators Association, the Business Education Association and the Marketing Education Association.

2.0
SECONDARY, POSTSECONDARY/ADULT OCCUPATIONAL PROGRAMS

TITLE II - PART C, SECTION 231 - 232

2.0 SECONDARY, POSTSECONDARY\ADULT OCCUPATIONAL PROGRAMS

The New Jersey State Department of Education, Office of School-To-Work Initiatives defines vocational-technical education in New Jersey as composed of programs, services and activities to assist individuals in gaining skills, knowledge, and attitudes for employment in productive work.

Occupationally specific training is available on the secondary level to prepare students for more than 100 specific occupations. These occupational areas are: Agriculture; Business; Health Occupations; Home Economics Related Occupations; Technology; and Trade and Industrial Occupations. Work-Based Learning opportunities are provided through cooperative education and apprenticeship programs. On the postsecondary level students are prepared in the nineteen county colleges and seven units of the county vocational-technical schools.

On the secondary level, New Jersey's vocational-technical education system consists of two parts; each fulfills a need and each provides a scope of education experiences consistent with the overall mission for vocational-technical education. Vocational-technical education programs are offered in 271 comprehensive high schools districts and 21 county vocational school districts - shared or full time.

On the postsecondary level, funding awarded under the Carl D. Perkins Vocational and Applied Technology Education Act was utilized to improve the vocational training of special populations as per Section 235 of the Act. The community colleges applied funds to buy equipment, upgrade curriculum, train instructors, provide guidance and counseling, adapt of equipment, provide supplementary services, compensate a special populations coordinator, and provide programs that train adults in occupations that are in demand and are strongly tied to economic development. The majority of funds was utilized to purchase equipment to enhance vocational programs. It is essential that students enter the workforce with the necessary state of the art computer skills if they are to be marketable and competitive. Emphasis was placed on programs in the Allied Health, Engineering and Technology areas since changes in these fields occur at a rapid pace. Also, the upgraded or newly purchased equipment enables students to be better prepared to participate in their work-based learning experiences or co-op experiences. For example, both Passaic County Community College and Raritan Valley Community College have purchased interactive videos for their Allied Health programs. This has helped students in their work experiences, and to allow them to highlight difficult material. As a result, retention rates, completion rates and the percentage of students passing the licensing exams at these two colleges have increased. In conjunction with the purchase of equipment, the colleges upgraded curriculum to reflect the

changes resulting from the acquisition of new equipment and changes that have occurred in the field.

Colleges also recognized that the of new equipment, made it necessary to provide training opportunities for the faculty and staff. Provisions were made by the colleges for either inservice workshops or attendance at sessions off campus.

Students who are disadvantaged often require assistance in order to enter into and to maintain their enrollment in a vocational program. Therefore, funding was utilized to provide supplementary services and/or a special populations coordinator for these students. Several colleges have integrated computer-aided instruction into their programs to provide supplemental and remedial instruction to the students. In addition, professional and student tutors have been employed, mentoring programs have been established, and specialized counseling (individual and group sessions) have been provided at a majority of the colleges. Special populations coordinators were hired to ensure that members of special populations are receiving adequate services and job training skills. Emphasis has been placed on tracking the students and on contacting them at crucial times of the year to ensure that they do not become "lost". As a result, the retention and completion rate of these students has increased.

Among the urban colleges, immigration from Eastern Europe and the Far East has increased dramatically. The skill levels of these individuals in their native language range from very basic to college level. Many of them wish to avail themselves of the college services but are intimidated. Therefore, the schools have established specialized services, such as Atlantic Community College which established an information and intake center. The center employs individuals who are able to provide information in languages such as Chinese, Spanish, Korean, Vietnamese, Gujurat and Laotian. Assessment of an individual's skills is also provided. Bergen Community College provides academic success seminars in English and Spanish, and bilingual tutoring in Polish, Spanish, Russian, Japanese, Korean, Persian, and Hindi. In addition to these languages, counseling sessions are also provided in Czech, Burmese and Thai. Colleges also provide English as a Second Language programs, ESL conversation groups, specialized counseling, immersion week-ends, the adaptation of courses and implementation of bridge courses to assist students in their vocational training.

One segment of the special populations that has shown a marked increase in the past several years is disabled and handicapped students. In the county colleges, identification of disabled students is done through self-disclosure. More and more students are willing to identify themselves as disabled or handicapped, therefore, the colleges have increased services to address their needs. Most important is the adaptation of or purchase of specialized equipment such as the Kurzweil Readers, Scan/Read Systems, Book Wise Systems, headsticks, mouthsticks, keyguards, voice

synthesizers, magnification devices, and video decoders. This year, Burlington County College has expanded on their newly established Career Adaptive Learning Literacy (CALL) Lab. This lab gives all handicapped and disabled students, regardless of their vocational major, the opportunity to complete assignments, receive assistance with course work or to receive remediation.

In addition to equipment, the majority of colleges provide support services such as note takers, interpreters and special testing accommodations.

As a result of the influx of special populations enrolled at the colleges, it was necessary to provide faculty and staff with the expertise needed to interact with these students. Colleges provided inservice training to improve their employees' sensitivity to the students' academic needs and learning styles. Faculty and staff also received training on how to recognize students who may have special needs and to where they can refer them.

Due to the contact the colleges have with the various industries in their area (JTPA, PIC, various state departments) they have found it necessary to establish or adapt non-credit vocational programs in order to meet their job training demands. Short term programs for students who are not interested in obtaining a degree or are interested in upgrading skills so they can attain employment have been implemented. Because of the casino industry, Atlantic Community College has established a Center for Hospitality Studies. They provide training in programs such as slot machine repair, basic baking and word processing. In addition, the casino industry has sought the college's assistance in providing specific training for the large number of bilingual employees. Language skills are not the only component of the training. Many employees need to develop an understanding of the similarities and differences between various cultures in order to avoid conflicts in the workplace. The college has developed training sessions to deal with these problems.

Information about the programs offered at the postsecondary units of the county vocational-technical schools is included in Section 2.4 of this document.

The following narrative items were prepared in response to OMB/ Circular No. 1830-0503; Vocational Education Performance Report; item number II.

NARRATIVE ITEMS

2.1 Number of students served.

The Carl D. Perkins Vocational and Applied Technology Education Act encourages services to special populations among secondary vocational programs. The focus on special needs populations included in New Jersey's State Plan provides incentives to meet core standards and measures of performance. Under New Jersey's statewide planning system, each local education agency develops a three-year plan detailing vocational program implementation. The following tables and graphs depict the special populations by specific programs areas and was based on the 1993-94 annual Vocational Student Information Survey.

SURVEY RESULTS

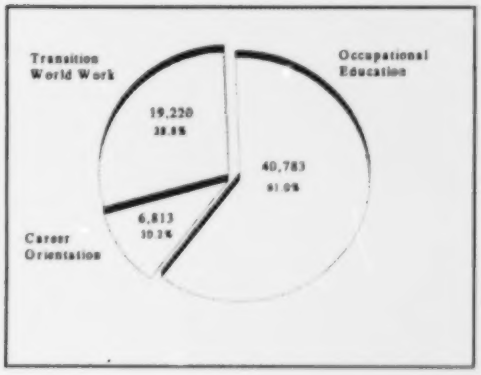
Approved occupational program information is collected annually via the Vocational Education Student Information survey. Occupational program approval was determined through an analysis of each districts documentation outlining the various course(s) that comprise each program. The documentation was then reviewed by a team of project specialists and a listing of approved programs was established. Enrollment figures provided for these approved programs are a more accurate reflection of the number of students graduating with either the skills needed for entry level employment or the background to pursue additional education. The survey also requests program information for consumer and homemaking, career orientation and pre-vocational clusters.

The survey is reported on an individual student bases for both adult and secondary students. Required reporting data elements include: Classification of Instructional Program (CIP) code, gender, ethnicity, year of birth, student status and for the first time, social security number; displaced homemaker eligibility; single parent, pregnant eligibility. Other requirements for secondary students include: grade, disadvantaged status (economic, academic, none), limited English proficiency status (yes or no) handicap status (11 categories cited) and cooperative program data (occupational area, hours worked, earnings). Additionally, this year, secondary included these new elements, competency test results, Tech-Prep program participation, and school-to-work program participation.

The purpose of this survey is threefold; first, to report the number of students who have enrolled in a vocational program; second, to report the number of students who have either completed the program or will be continuing their training in the forthcoming school year, third, to report the competency test results of program completers.

Tables delineating program enrollments for vocational, consumer and homemaking, career orientation and pre-vocational clusters are in the General Data section. Separate tables provide for secondary and adult by four digit CIP code and program area.

TOTAL SECONDARY BREAK DOWN SCHOOL YEAR 1992-93



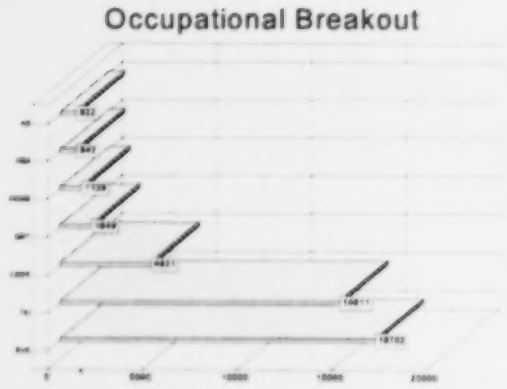
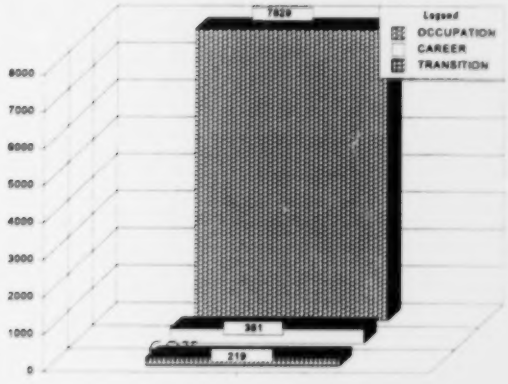


Figure 1

TOTAL ADULT BREAKDOWN SCHOOL YEAR 1992-93



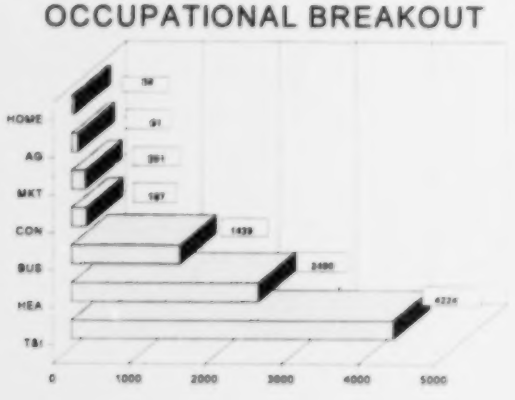


Figure 2

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SECONDARY ENROLLMENT **Period report covers:** 1\1\94 - 12/31/94

State NJ **Name** Carmela Joseph **Ph:** (609)984-5908

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (DUPLICATED IN BOLD ITALICS)								
PROGRAM AREA	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV*	LEP*	DIS-ABLED*	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	823	440	383	281	***436***	***19***	***436***	19	8			141
MARKETING	3703	1716	1987	2417	***958***	***43***	***681***		46			2023
TECH PREP	4332	3205	1127	3324	***744***	***84***	***513***		9			1505
CONS/ HOMKING ED	6666	2059	4607	4894	***1431***	***43***	***712***		78			3390
OCC HOME EC	1,026	151	875	514	***430***	***16***	***219***		42			444
TRADE & INDUSTRY	11923	8957	2966	4633	***5658***	***254***	***3579***		124			3191
HEALTH	1020	111	909	363	***605***	***44***	***204***		49			401
BUSINESS	17225	6561	10664	11334	***5156***	***331***	***1283***		162			5577
PRE VOC	534	3382	1932	3114	***1856***	***93***	***789***		62			2030
CAREER ORIENTATION	7793	4467	3326	4625	***2768***	***122***	***1354***		61			3175
GRAND TOTAL	55045	31049	28776	35499	20042	1049	9770	19	641	0	0	21877

*A student can be disadvantaged, LEP and disabled or any combination therein. These centers are duplicated.

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SECONDARY ENROLLMENT Period report covers: 1/1/94 - 12/31/94

State NJ Name Carmela Joseph Ph: (609)984-5908

PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (DUPLICATED IN BOLD ITALICS)									
	TOT ENR	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH-PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MIL	OTHER	
AGRICULTURE	823	440	383	0	7	0	0						
MARKETING	3703	1716	1987	106	1617	2	56						
TECH PREP	4332	3205	1127	661	101	1	4						
CONS/ H'MKING ED	6,666.00	2059	4607	38	101	32	3						
OCC HOME EC	1020	151	875	36	75	0	7						
TRADE & INDUSTRY	11923	8057	2966	330	797	12	8						
HEALTH	1,020.00	111	909	55	89	16	1						
BUSINESS	17225	6561	10664	574	943	2	51						
PRE VOC.	5314	3382	1932	108	479	12	0						
CAREER ORIENTATION.	7793	4467	3326	143	572	25	102						
GRAND TOTAL	59819	30149	28776	2051	4781	102	232	0	0	0	0	0	0

OBM NO. 1830-0503 EXP. 1-31-97

ADULT ENROLLMENT **Period report covers: 1\1\94 - 12/31/94**

State NJ **Name Carmela Joseph** **Ph: (609)984-5908**

PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV*	LEP*	DIS-ABLED*	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	91	30	61	281		@	@	@	1			75
MARKETING	187	65	122	2417		@	@	@	5			123
TECH PREP	82	68	14	3324		@	@	@	3			29
CONS/ HOMKING ED	201	42	159	4894		@	@	@	0			160
OCC HOME EC	36	1	35	514		@	@	@	4			26
TRADE & INDUSTRY	4226	3123	1105	4633		@	@	@	97			2738
HEALTH	2460	271	2189	363		@	@	@	148			1614
BUSINESS	1429	293	1136	11334		@	@	@	91			1128
PRE VOC	219	69	150	3114		@	@	@	136			162
CAREER ORIENTATION	381	135	246	4625		@	@	@	0			370
GRAND TOTAL	9312	4097	5217	35499					485			6425

@ Date not requested of Adult Population

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AFFECTED AREA 1- AGRICULTURE

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION Section 23	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A													
B	435314	1831			7866	688	443180	1963	23	529	478	414	210
C	450	222					450	222	7	104	142	14	0
D													
E													
F													
G													
H													
I													
J													
K													
L													
M													
TOTAL	**435764**	**2053**			**7866**	**688**	**443630**	**2185**	**30**	**633**	**620**	**433**	**210**

*Corresponds to Acceptec Use of Funds

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AFFECTED AREA 2- BUSINESS

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRAD
A	10,516	1068			57598	6047	68114	7115	1047	4803	4828	1029	2994
B	1,450,189	8555	58371	359	242882	9085	1751442	17399	1309	7335	6919	2240	3912
C	922		2800		2500	29	6222	29	7	137	212	312	
D													
E													
F	3078	375			4617		7695	375	8	24	29	32	107
G													
H			21965	236			21965	236		15	15	338	
I													
J													
K	57027	1004			3000		60027	1004					
L	23909	1578	11462	131	26331	5586	61702	7295	1051	4797	4876	1000	3001
M													
TOTAL	**1545641**	**12580**	**94598**	**726**	**336928**	**20747**	**1977167**	**33453**	**3422**	**17111**	**16879**	**4951**	**10014**

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 3-MARKETING

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	4771	66	5513	83	2090	47	12324	196	6	101	90	36	19
B	582984	2141	51114	261	112957	7199	747055	8996	1048	5201	4883	1106	2819
C	2114	14			225		2339	14					
D													
E													
F													
G													
H	1378		22565	254			23943	254	3	24	27	342	396
I			12500				12500	25000					
J													
K					3000		3000	6000					
L	12043	1077	4661	131	17920	5562	34624	6770	1040	4638	4692	805	2993
M													
TOTAL	603290	3298	96353	729	136192	12808	835785	47230	2097	9964	9692	2289	6227

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 4- HEALTH

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	20322	455					20322	455		565	43	588	113
B	1655259	3028	37634	263	60704	964	1753597	4041	68	2008	976	1739	514
C													
D													
E													
F													
G	286024	256	205514	71	7671		499209	327	6	7	92	19	20
H													
I													
J							57027	1004					58031
K	57027	1004											
L	191201	1190	4661	131	1447	5535	197309	6856	1059	4711	4754	845	2983
M													
TOTAL	**2209833**	**5933**	**247809**	**465**	**69822**	**6499**	**2527464**	**12683**	**1133**	**7291**	**5865**	**3191**	**61661**

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 5- HOME ECONOMICS

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	6000	1016			7400	5570	13400	6586	1053	4686	4646	847	2771
B	602291	3136			71790	6258	674081	8789	1159	5286	5219	1343	3062
C			800	29	640	64	1440	93	14	48	75	185	2
D					9863	35	9863	35	12	48	42	42	2
E													
F													
G	8894	141	2000		4681		15575	141	0	0	0	0	9
H			18965										18965
I													
J													
K	57027	1004					57027	1004					116062
L	5428	1016	4661	131	1447	5535	11536	6682	1041	4638	4604	805	2976
M													
TOTAL	**679640**	**6313**	**26426**	**160**	**95821**	**17462**	**782922**	**23330**	**3279**	**14706**	**14586**	**3222**	**143849**

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 6- TRADE & INDUSTRY

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	66990	1963	3743	67	15434	5588	86167	7618	1048	5303	4736	1470	2904
B	25001269	6328	115363	684	300558	8377	2917217	14587	1321	7436	6362	2983	3526
C	30973	139	800	29	2425	29	34198	168	2	40	46	146	f
D													
E	5000	93					5000	93		40	13	3	
F	2574	407					2574	407	8	24	29	32	108
G	11833	196	2000	0	7671		21506	196	4	7	4	6	12
H	1378		19565	254			20943	254	3	24	27	342	1
I	12500						12500						
J													
K	57027	1004			3000		60027	1004					2983
L	173599	1174	4661	131	1447	5535	179707	6840	1054	4705	4745	844	
M							3339839						
TOTAL	**25363143**	**11304**	**146132**	**1165**	**330535**	**19529**	**7e+06**	**31167**	**3440**	**17579**	**15962**	**5826**	**9535**

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 7- APPLIED ACADEMICS
SECONDARY AND ADULT FY94 PERKINS ACT

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	6000	1016			6300		12300	6551	1041	4638	4604	805	2769
B	108628	135			84673		193301	286	1	127	195	0	19
C					2000		2000						
D													
E													
F													
G			203514	71			203514	71			67		
H													
I													
J													
K													
L													
M													
TOTAL	**114628**	**1151**	**203514**	**71**	**92973**		**411115**	**6908**	**1042**	**4765**	**4866**	**805**	**2788**

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 8- SPECIAL POPULATIONS

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	24457	473	6449	9	10194	41	4100	523	18	754	268	816	126
B	851245	1203	42535	209	90707	1128	984487	2540	18	1661	5111	1640	217
C			2800	29	1540	68	4340	68	19	185	254	354	10
D			7749	518	9863	35	17612	553	12	48	120	560	2
E													
F													
G	15852	60					15852	60	2		671	13	8
H			40088	236	41739	239	81827	475	5	195	226	840	8
I			87154	1118	53155	263	140309	11503	1100	4744	4769	1141	2979
J													
K					1066	6	1066	6		2	4		
L			14803	196	9594	80	24397	276	5	235	226	291	8
M			2070					68				25	
TOTAL	**891554**	**1736**	**203648**	**2383**	**217858**	**1860**	**1273990**	**16072**	**1179**	**7852**	**11677**	**5680**	**3358**

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 9- GUIDANCE

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A					16565		16565						
B													
C	509						509						
D	3235	3060			50467	803	53702	3863	149	662	999	188	
E													
F													
G													
H													
I					71730	2909	71730	2909	150	2036	2509	2	
J													
K													
L													
M													
TOTAL	**3744**	**3060**			**138762**	**3712**	**142506**	**6772**	**299**	**2698**	**3508**	**190**	

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 10- OTHER

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	2226	52	0	0	3540	47	5766	99	5	147	187	184	14
B	468847	1145	41599	432	1141286	261	624592	1838	33	803	473	418	220
C					1954	18	1954	18	0	1	16	1	0
D			2003				2003						
E	1879						1879						
F													
G													
H			7402		3081	18	10483	18	20	11	46	51	0
I													
J													
K													
L	13399	144			24339	110	37738	254		88			17
M													
TOTAL	486351	1341	51004	432	1174200	454	684415	2227	58	1050	722	654	251

*Corresponds to Acceptible Use of Funds

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AFFECTED AREA 11- NON TITLED

Section 235 (c) (2), PL 101 372*	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DISABLED	# OF NON-TRADITION
A	6768	510	1191	45	7466	3107	15425	5160	33	327	21	14	0
B	5100	1160	21137	158	209851	4428	281989	7244	136	627	132	676	113
C	2050	0	100	0	2949	2719	5099	4217	33	327	21	14	0
D	0	0	0	0	12626	3992	12626	3992	0	0	0	115	0
E													
F	8259	95	0	0	1004	300	9263	395	4	31	58	10	0
G													
H	3627	55	15273	29	25277	2776	44177	2802	2	22	40	184	0
I	16888	29	8277	70	61624	2863	86789	2904	2	0	33	299	0
J													
K	336		400		5363	18	6099	18	0	0	0	1	0
L	98326	741	7138	637	19468	688	124932	856	5	132	124	80	13
M													
TOTAL	**141354**	**2590**	**53516**	**939**	**345628**	**20891**	**586399**	**27588**	**215**	**1466**	**429**	**1393**	**126**

*Corresponds to Acceptible Use of Funds

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SECOMDARY ENROLEMENT HISTORY

PROGRAM AREAS	1993-94**	1992-93*	1991-92	1990-91
AGRICULTURE	823	1346	689	878
MARKETING	3703	4077	3650	4838
TECH PREP	4332			
CONS/HMKG	6666	5622		
OCC HOME ED	1026	1480	2448	3651
TRADE & INDUSTRY	11923	21357	13900	18172
HEALTH	1020	1178	951	1036
BUSINESS	17225	19371	9121	11563
PREVIOUS/IND ARTS	5314	1392	1697	2184
CAREER ORIENTATION	7793	6813		
TOTAL	59825	62636	32456	42322

* Previous years grades 11 and 12 only. Based on 1993 responding school districts.
** Based on 138 responding school districts.

SPECIAL POPULATION ENROLEMENT

PROGRAM AREA	DEVELOPMENT		L.E.P.	DISABLED
	ACAD	E CON		
AGRICULTURE	382	198	19	281
MARKETING	556	603	43	681
TECH PREP	473	437	84	513
CONS/HMKG	1005	650	43	712
OCC HOME ED	209	339	16	219
TRADE & INDUSTRY	4182	3186	254	3579
HEALTH	427	380	44	204
BUSINESS	2584	3826	331	1283
PREVIOUS/IND ARTS	1275	1387	93	789
CAREER ORIENTATION	1869	1684	122	1354
TOTAL	12962	12690	1049	9615

COUNTY COLLEGES FY94 PERKINS ACT*

Section 235 (c) (2), PL 101 372**	OCCUPATIONAL EDUCATION	ENR	TRANSITION TO WORK	ENR	CAREER ORIENTATION	ENR	TOTALS	ENR	EFFECTED AREA CODES***	# OF LEP	# OF DIS ACAD	# OF DIS ECON	# OF DIS-ABLED	# OF NON-TRADITION
A	$113,885	3894			$9,185		$123,070	3477	2, 4, 6, 7, 8	1563	1928	195	164	398
B	$1,656,741	7718	$92,379	257	$272	4	$1,749,392	7979	2, 4, 6, 7, 8	1075	1984	1126	378	1144
C	$55,487	3068	$19,500				$72,987	3068	7, 8, 9	1550	1405		72	
D					$127,963	1816	$127,963	1816	2, 4, 6, 7, 8	266	811	286	37	429
E	$52,857	489			$4,759	64	$57,616	553	2, 6, 7, 8	5	553			
F	$25,820	3618			$6,621	104	$32,441	3722	8	1550	1509	97	767	
G														
H	$788,094	7911	$86,949	354	$160,255	1208	$1,035,298	9473	2, 4, 6, 8	5432	2195	743	1450	22
I	$87,435	3094	$45,586	20	$17,394		$150,415	3114	8	1554	1424	6	159	13
J														
K	$89,087	158					$89,087	158	2, 4, 6, 8	46		158		19
L	$46,153	2159					$46,153	2159	2, 4, 7, 8		76	146		
M*														
TOTAL	$29158,559	3210 9	$244,414	631	$326,449	3196	$3,486,422	35936		13041	11885	2.76	3027	2025

* 13 out of 17 responded. Counts are duplicated as individual students may be served in more than one category.

** Corresponds to Acceptible Use of Funds

*** 1= Agriculture 2= Business 3= Marketing 4= Health 5= Home Econ. 6= Trade & Industry 7= Applied Academics 8= Special Populations 9= Guidance Counseling 10= Other

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COUNTY COLLEGES FINAL REPORT FY 94

	MALE	FEMALE	AMBER INDIAN	ASIAN AMBER	BLACK	HISPANIC	WHITE	OTHER	NOT AVAL	LEP	HAND
ATLANTIC	2900*	2978*	3	1058	768	2098	1800	134	17		
BERGEN	473	743	0	207	47	233	706	23			
BROOKDALE	505	412	2	45	102	136	32			195	356
BURLINGTON	97	160		2	34	8	213			42	257
CAMDEN	1029	1047	1	214	97	200	11551		13	195	71
CUMBERLAND	387	918	32	31	236	132	874			20	63
ESSEX	692	823		14	472	106	922	1		23	109
GLOUCESTER	347	571	5	10	236	39	460		168		651
HUDSON	1181	1846	151	333	545	393	605			1550	72
MERCER	377	540		98	264	322	233	6		146	
MIDDLESEX	384	418	3	74	12	36	323			82	19
MORRIS	264	189	1	7	19	13	240			16	269
OCEAN	132	160	1	7	16	13	240			16	269
PASSAIC	377	546		98	264	322	233	6		146	
RARITAN VALLEY	150	154		29	12	7	230	26			3
SALEM	239	414	6	7	103	14	523			0	8
UNION	879	1167	3	82	409	614	938			861	67
TOTAL	10413	12957	213	2237	3652	5805	10957	226	378	3492	2454

* Includes clients of the information and intake center.

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2.2 Types of secondary institutions conducting programs.

In addition to the programs delivered directly under the authority of the Department of Education, secondary instruction is provided through programs governed by the Department of Human Services, Corrections, and Labor, and Community Based Organizations. These programs are provided through interagency agreements and or contracts. A list of Interagency Agreements and Requests for Proposals is included in the appendix. A complete listing of occupational programs offered by New Jersey's public high schools and county vocational-technical schools is also included in the appendix. The document is titled Directory of Verified Occupational Education Programs.

2.3 Types of postsecondary adult institutions offered programs.

Postsecondary programs are offered at both the county colleges and county vocational schools. In FY 1994, 19 colleges and 8 vocational technical schools received funds through a formula as described in section 232 of PL 101-392. The formula is commonly referred to as the Pell Grant formula. A printout of the awards is included in the appendix.

2.4 Summary of achievements of programs, services and activities per Section 235 of the Law.

All eligible recipients of funds were required to provide training using three classifications: Occupational Education, Transition to the World of Work or Career Orientation Programs.

2.4.1 OCCUPATIONAL EDUCATION

Occupational education is any organized program of study, whether intellectual, technical or skill-based, directly related to the preparation of individuals for employment, or to skills enrichment or retraining for individuals already in the workforce. Occupational education programs can be offered at all educational levels and can be credit or non-credit programs.

Occupational education programs must provide individuals with the skills and abilities necessary for them to become and remain viable, flexible and mobile in the workplace, and to participate in further training or education as necessary or desirable.

Such programs or activities may include the areas of agriculture, business, health occupations, home economics and consumer education, technology and trade and industrial education.

2.4.2 TRANSITION TO THE WORLD OF WORK

The Transition to the World of Work category refers to those programs, activities and services which assist students in overcoming barriers to employment including transition from career orientation programs to occupational education programs and transition from occupational education programs to employment. Examples of fundable programs, activities and services include: transportation and child care services; job placement; job coaching and follow-up services; shadowing programs; orientation of employers to the needs of special populations; job development activities involving school, employers and organized labor; activities which coordinate with JTPA and other state services such as Division of Vocational Rehabilitation Services; supplementary services to enhance effective and efficient transition from school to work; equipment, services or other activities to address the needs of special populations; and other services which assist students to overcome barriers to employment.

2.4.3 CAREER ORIENTATION PROGRAMS

The Career Orientation category refers to programs which assist students to clarify career goals including: self-awareness (interest, aptitudes and abilities); explore career possibilities; develop employability skills; and obtain skills necessary to function in technological society.

Emphasis is placed on development of problem-solving and decision-making skills necessary to make and implement informed educational and occupational choices including enrollment in appropriate occupational education programs to meet current and emerging needs. Examples of fundable programs are: Employment Orientation, Introduction to Vocations, Vocational Career Guidance and Counseling, Work Experience Career Exploration Programs, and other programs that meet the objectives listed above.

A total of $5,644,996 was spent on secondary programs through the non-competitive application process. Approximately 68% of the total or $3,806,008 was used to support Occupational programs, 11% or $633,538 was used to support Transitions to the World of Work programs and 21% or $1,205,450 was used to support Career Orientation programs. Programmatic expenditures were determined by the individual eligible recipients based on their needs assessments and approved program plans.

The same recipients reported serving 5,319 LEP, 29,525 academically disadvantaged, 28,251 economically disadvantaged, 11,277 disabled and 13,562 non-traditional students. These same programs were reported by allowable use funds categories. Nineteen curriculum projects, 72 equipment entries, 15 in-service projects, 12 guidance and counseling, 2 remedial programs, 9 projects to adapt equipment, 5 Tech-Prep programs, 15 Supplementary Service Projects for Special Populations, 5 economic policy driven programs, 21 projects to support training for demand occupations and 3 monitoring programs were reported. These same programs were reported by occupational program

discipline and or application specific. Seven Agriculture, 52 Business, 23 Marketing, 21 Health, 14 Home Economics, 60 Trade and Industrial, 5 Applied Academics, 40 Special Populations, 9 Guidance and Counseling programs and 14 Career Orientation programs were reported.

A total of $3,047,255 was spent on collegiate postsecondary programs through the non-competitive application process. Approximately 82% of the total or $2,488,515 was used to support occupational programs, serving 8% or 29,503 individuals.

$244,414 was used to support Transition to the World of Work programs serving 631 individuals and 10% or $314,326 was used to support Career Orientation programs serving 2,124 individuals. This data is based on survey of the 17 recipients out of 19 colleges eligible to receive funds with 13 colleges responding.

The collegiate institutions reported serving 3,492 LEP, 11,319 academically disadvantaged, 2,134 economically disadvantaged, 2,882 disabled, and 84 non-traditional students. A further ethnic breakdown reported 9,534 males, 11,790 females, 210 American Indians, 2,155 Asian American, 3,243 Blacks, 5,191 Hispanic, 10,019 White, 226 other and 378 non-reports served.

Eligible recipients reporting:

- were clarified urban education centers;
- were county vocational schools,
- were comprehensive high schools, and
- 13 were colleges.

2.5 Exemplary program(s) with criteria the State used in selection.

In FY 1993 the New Jersey Program Performance Measures and Standards for Occupational and Technical Programs were published. Within that document exceptional standards were established to identify above average levels of attainment. A list of programs with the level of achievement is listed in the Appendix.

3.0
SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN
TITLE II - PART B, SECTION 221

3.0 SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

New Jersey's Title II, Part A of the Carl D. Perkins Vocational and Applied Technology Education Act authorizes funds to assure that services are identified and made available to meet the special needs of single parents and homemakers. In Program Year 1994, federal funds were used for 14 programs in 10 counties and state funds were used for eight programs providing services to 1,484 single parents, displaced homemakers and single pregnant women. In addition, three statewide centers provided staff development workshops and technical for these programs.

In compliance with the Carl D. Perkins Vocational and Applied Technology Act definition of single parents, all single parent and homemaker programs were targeted to economically and academically disadvantaged single parents and homemakers. The economic disadvantaged status of individuals was determined by AFDC status and income below the poverty level. Academic disadvantaged status of individuals was determined by screening and testing or the absence of a high school diploma and/or limited English proficiency. Program objectives for Single Parent Homemaker Programs were achieved through grants to publicly supported secondary schools, postsecondary institutions, and community-based organizations. The following objectives were met:

- Provide, subsidize, reimburse or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers and single pregnant women with marketable skills.

- The provision of preparatory and vocational education services to single parents, displaced homemakers and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants

  Life Skills and Assertiveness Training
  Vocational Skills Training
  Employability Skills Training
  Child Care and Transportation Assistance
  Referrals to GED, Basic Skills, ESL and other Human Services
  Job Development/ Placement
  Program Management
  Pre-Apprenticeship Training

- Expanding preparatory services and vocational education services when the expansion directly increases the eligible recipients' capacity for providing these individuals with marketable skills;

The following narrative items were prepared in response to OMB Circular No. 1830-0503, Vocational Education Performance Report; item number III.

NARRATIVE ITEMS

3.1 Number served at secondary level.

Total enrollment served in Single Parent program was 1,484 a breakdown of the number participants serviced by type of service and institution is provided in table 1, located at the end of Section 3.0 of the Performance Report.

3.2 Number served at postsecondary/adult level.

A division of enrollment by level of student is unavailable. See total served in 3.1. From the demographic data obtained about the participants the following information was reported:

- **Marital Status -** 43% of the clients served were single parents, 18% were divorced, 23% were separated, 3% were widowed and 5% were married to a spouse who was not providing support.

- **Race and Ethnicity -** 38% of clients were Black, 66% Caucasian, 16% Hispanic, 1% Asian and 9% other or not indicating race and ethnicity.

- **Income-** 61% of the clients in these programs had incomes under $5,000, 31% were under $40,000, 15% under $16,000, 8% under $25,000 and 3% over $25,000. These figures indicate that the majority of those served are economically disadvantaged.

- **Income Source -** 49% receive public assistance and 19% receive child support. Other major sources of income are salary 28% and 13% from family members.

- **Employment at Intake -** 68% of the clients were unemployed, 31% of those working had wages below the poverty level, 29% were employed part time and 12% were employed full time.

- **Education Level -** The education level ranged from elementary school to college graduate. 4% of clients had an elementary education, 24% completed junior high, 52% high school, 13% GED, 6% technical school, 18% some college, and 5% college graduates.

- **Barriers to Self Sufficiency -** The top responses from clients about their perceived barriers to economic self sufficiency include: 61% lack of education and job training, 48% child care, 48% transportation, 27% parenting problems, 26% depression and anxiety, 23% housing problems and 6% language barrier.

- **How Single Parents Learned About the Program -** Participants learned about the programs in a variety of ways. The most frequent methods include: a friend 29%; social service agency, 19%; referral from REACH/JOBS 19% and a newspaper ad 11%.

3.3 Services provided.

Sixty-two percent (62%) of clients received life skills training which include career exploration, decision making skills, home repair, job readiness, assertiveness, stress management, parenting, budgeting, appropriate dress, health and nutrition, and financial management. Eight percent received GED instruction and language (ESL) classes, (7%).

Six hundred twenty-six single parents received marketable skills training. Sixty-three(10%) single parents were trained in a non-traditional area. The objective of 40% of all clients placed in a non-traditional training areas was not accomplished.

In addition individuals were assisted with dependent care, transportation services, special services and supplies, books and materials or by organizing and scheduling the programs so that such programs are more accessible. Single parents, displaced homemakers and single pregnant women were also provided information about vocational education programs, related support services and career counseling.

Three types of projects were funded. They included: (1) training in marketable skills; (2) displaced homemaker survival skills; and (3) statewide technical assistance centers. Table 1 indicates the district/agency receiving funds, the type of program, number of recruited, number served, number trained and number in non-traditional training.

Overall objectives for the 22 programs included: (1) outreach and public awareness, (2) recruitment and provision of services, (3) training in marketable skills, (4) placement, (5) retention in high school of teen parents enrolled and (6) offering of other services such as counseling, child care and transportation. The outcomes of these programs include the accomplishment of objectives, expanding vocational opportunities, reduction of AFDC dependency and job placement with wages above the poverty level with full benefits.

Seventy-one percent (444) of single parents who completed training were placed in jobs or further education.

Client participation in JTPA and REACH/JOBS included 27% of those served enrolled in REACH/JOBS/FDP and an additional 33% (427) enrolled in JTPA-sponsored programs.

3.4 Special delivery methods that are unique and\or effective. The services that seem to be the most needed.

All single parent and homemaker programs are locally based in communities. Seven of the 22 single parents and homemaker programs were housed in five county vocational-technical schools, four in comprehensive school districts offering vocational courses, three in community colleges and eight in community-based organizations. There were 1,484 single parents enrolled in programs. These participants received personal and career counseling, vocational assessment, life skills training and, if needed, LEP, basic skills, transportation and child care stipends. By June 1994, 705 had been placed in jobs, were continuing their

education or reenrolled in high school and were removed from the welfare roles.
Ten percent (10%) of those trained were in non-traditional areas; 85 percent of those completing training were placed in jobs by the program ending date. Table 1 shows program data by project. The activities and services conducted by each of the programs directly relate to the Perkins objectives described previously and included the following.

Outreach/Recruitment
Intake/Orientation
Personal/Counseling
Career Assessment and Aptitude Testing.

A committee was formed and cooperative agreements for services and funding were established. An agreement was made with the New Jersey Department of Human Services, Family Development Program (JOBS Program modification), requiring grantees to form a partnership between the single parent program and the Family Development Programs.

3.5 Exemplary program(s) with the criteria the state used in selection.

Hispanic Affairs and Resource Center of Monmouth County, Inc.

The Hispanic Affairs and Resource Center, located in Asbury Park, is conducting a Vocational ESL (VESL) program in geriatric, certified nurses' aide training. Hispanic Affairs worked with 56 single parents helping them to enter, and placed in geriatric, certified nurses aid careers (G-CNA). The center provides a pretraining ESL/G-CNA. As a result of the pretraining, 53 of the 56 single parents were able to enter the training program offered at Monmouth County Vocational Technical School. Part of the prenursing program consists of sex equity education for the single parents in order to introduce them to nontraditional careers. Since New Jersey is sixth in the nation in the number of immigrants in the state, programs such as this Vocational ESL should be replicated.

SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN
SERVICE REPORT
FISCAL YEAR 1993-1994

	# Recruted	# Counseled	# Assessed	# Received Life Skills	# Placed Occupational Training		# Completing Training	# NT Training	# Job Placed
					300 hrs +	300 hrs-			
Bergen County Techinical Institute	340	143	340	115	38	0	23	9	24
Brookdale Community College	143	93	93	27	14	41	34	6	17
First Occupational Center of New Jersey	141	141	51	51	0	51	25	0	23
Gloucester County Collage	54	41	41	41	29	6	0	1	1
Hispanic Affaifrs & Resource Centers of Ocean County	56	56	53	53	0	53	37	7	27
Long Beach Island Community Center	77	77	77	45	3	3	3	0	15
Occupational Center of Hudson County	41	20	41	19	20	0	18	3	5
Project Self-Sufficiency	238	238	175	300	143	0	106	37	68
Salem Community College	54	0	43	26	13	0	0	0	0
Somerset County Vocational Technical School	60	60	57	60	37	22	29	0	22
Sussex County Vocational Technical School/Project Self Sufficiency	84	84	84	84	37	0	28	0	11
Women's Rights Information Center	62	50	39	45	0	40	0	0	0
YWCA of Camden	67	35	35	0	33	0	20	0	7
YWCA of Trenton	67	7	49	49	0	43	36	0	19
TOTAL	1484	1045	1178	915	367	259	359	63	247

DISPLACED HOMEMAKER SURVIVAL SKILLS
SERVICE REPORT
FISCAL YEAR 1993-1994

	# Recruted	# Counseled	# Assessed	# Received Life Skills	# Placed Occupa-tional Training	# Completing Training	# NT Training	# Job Placed
Bayone Public Schools	76	60	60	64	64	13	3	37
Bergen County Technical Institute	51	60	21	17	27	15	8	15
Brick Township Community School	42	42	42	42	15	1	0	5
Gloucester Public Schools	36	1	1	1	0	0	0	0
Monmouth County Vocational School	35	35	35	35	23	20	2	8
Salem Community Vocational Technical School	179	1	149	107	64	45	0	19
Sussex County Vocational Technical School/Project Self Sufficiency	85	85	85	85	45	45	45	30
Teaneck Township Community Education Center	41	41	41	23	15	3	3	15
TOTAL	545	325	434	743	253	142	63	129

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4.0
SEX EQUITY PROGRAMS
TITLE II - PART B, SECTION 222

4.0 SEX EQUITY PROGRAMS

Title II, Part A of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 authorizes funds to recruit and retain students in non-traditional programs and to offer statewide technical assistance and programs to eliminate sex bias and stereotyping in all areas of vocational education. In FY 1994, federal funds from the equity set asides were expended for three statewide programs and nine local programs.

Nontraditional programs and careers are defined as non-traditional for one sex when it enrolls more than 75 percent of the other sex. Program objectives in sex equity were achieved through pubic-funded grants in secondary schools, postsecondary institutions and community-based organizations.

The following objectives were met:

- Provide, subsidize, reimburse or pay for non-traditional vocational education for adults.
- Offer activities to recruit and retain students in secondary occupational education programs at vocational schools.
- Conduct in-services workshops and conferences for LEAs, unions, businesses and job training agencies regarding non-traditional recruitment and retention, and reduction of sex bias and stereotyping.
- Distribute information for the purpose of informing individuals and agencies about sex equity services and programs.
- Develop products for use by institutions to accomplish sex equity goals.

The accomplishment of sex equity objectives is reported through enrollment figures and services offered. Charts showing the institution funded, number of students recruited in nontraditional occupational training programs, the number of workshops conducted and attendance, the services provided and the products produced by statewide technical assistance centers.

NARRATIVE ITEMS

4.1 Number of students in sex equity programs.

The following information reflects the number of students in sex equity programs statewide (Table 2):

- The recruitment activities for seven, eight or ninth grade students who may enroll in nontraditional programs shows that 5,194 students attended 161 three-hour recruitment workshops.
- Nine schools initiated equity resource centers that included print materials, videos and a speakers bureau.
- Fifteen two-day ASETS (Achieving Sex Equity Through Students) workshops sessions were held for 312 students in local equity programs.

4.2 Achievements and services provided to reduce sex bias and stereotyping in vocational-technical programs.

Sex equity activities are focused in three areas: (1) the recruitment and retention of secondary and postsecondary females and males into nontraditional courses and programs; (2) the reduction of sex bias and stereotyping in all areas of education (instructional practices, language, guidance, policies and materials); (3) research, product development and distribution of materials to reduce sex bias and stereotyping. The activities conducted by the equity set aside programs include:

- Career Fairs
- Vocational Training
- Community and Statewide Networking
- Research
- Careers Awareness Workshops
- Product Development
- Placement Services
- Child care and Transportation Stipends
- Inservice Workshops for Educators
- Leadership Training (Achieving Sex Equity Through Students (ASETS)
- Marketing of Non-traditional Careers and Courses
- Statewide Non-traditional Awards
- Pre-apprenticeship Training
- Outreach and Recruitment Activities Assessment and Orientation

The following information presents the sex equity accomplishments (See Table 2):

- Nine programs were funded to increase nontraditional enrollments.
- Students were identified and support services provided.
- Nine schools initiated equity resource centers.
- Nine projects conducted at least one inservice workshop for educators. Table 2 shows that 68 inservice workshops for educators were conducted for 2,194 educators.
- Data was analyzed from vocational education enrollments and reports provided. A research project was completed indicating that ASETS training significantly changes student sex role attitudes. Technical assistance was provided to local education agencies.

The Career Equity Assistance Center for Training accomplishments are as follows (See Table 3):

- A total of ten "ASETS" workshops at schools and conferences were conducted;
- Forty-three educators attended the "Equitable Classroom" workshop;
- Nine ASETS workshops were conducted for 170 students;
- 460 students and educators attended the ASETS conference.
- Six editions of the "ASETS Exchange" were distributed to 4,300 persons;
- Four editions of the "ASETS Exchange" were sent to 2,725 students.
- The "Equity Ensemble did twelve performances for 4,980 students and educators; and
- Workshops were conducted for vocational student organizations.

The Career Equity Assistance Center for Marketing accomplishments are as follows (See Table 3):

- Two workshops were conducted informing counselors about nontraditional careers;
- A series of safety posters featuring nontraditional role models was produced and distributed;
- Two brochures and one poster featuring nontraditional role models were designed and produced;
- A toll-free helpline was installed and used on all products to serve as a referral network for those wishing to enter nontraditional training;

- 400 people attended the annual awards program which recognized those in nontraditional programs for their accomplishments;
- The equity exhibit was showcased at six conferences and numerous press releases were issued about equity accomplishments;
- A summary of funded programs and a brochure of services offered by the statewide centers was produced and distributed.

Analysis of the data collected indicate that:

- Programs funded with the sex equity set aside for the past three years have shown significant progress in increasing nontraditional secondary and adult enrollments, offering supportive services, and reducing sex bias and stereotyping in vocational education. Nine projects funded at $50,000 each for a total of $450,000 managed to increase nontraditional enrollments by 613 students.
- Of more than 130 school districts receiving non-competitive Perkins funds of more than 10 million dollars, only five reports about equity activities were received. The final report called for a description of accomplishments of objectives as outlined on a form contained in the implementation plan. The five reports have insuficient information to support an adequate analysis.

New Jersey sex equity programs funded with the set aside are successful in accomplishing statewide goals of increasing nontraditional enrollments. As a result of an analysis of enrollment data and project final reports, there are concerns about local education agencies and community colleges receiving noncompetitive Perkins funds:

- Very few equity recruitment activities are conducted;
- The standards and measures have little influence on the efforts taken to increase nontraditional enrollments;
- The data submitted by districts may be unreliable since names and social security numbers are not provided with the CIIP code for the program enrolled;
- Some staff from the Office of Adult and Occupational Education charged with reviewing spending plans and district plans do not require equity activities;
- Career equity education must begin in the elementary grades; and
- Little attention is given to increasing equity competencies in all areas of vocational education.

4.3 Accomplishment of preparatory services and vocational-technical education programs and supportive services for girls and women aged 14 to 25.

Achievement of preparatory services is reported in this document. The data was not available for this specific age group.

4.4 Exemplary program(s) with criteria the State used in selection.

The Equity Ensemble is a group of performers from Rosa Parks Arts High School in the Paterson Public School District. The Ensemble dramatizes gender issues in a powerful, quick-paced, twenty-minute series of thirty vignettes. Both female and male issues are depicted and include career choice, appropriate behavior, sexual harassment, domestic violence, parenting and domestic roles, teenage pregnancy, date rape, cosmetic surgery, incest and discrimination.

The performance stops and the dialog with the audience begins. Students speak-out about their experiences and opinions with the Equity Ensemble and a gender equity specialist. Educators are encouraged to continue the dialog beyond the performance and to take action to eliminate bias and stereotyping.

The purpose of the performance is to bring about awareness of gender bias and stereotyping of students by students. Resources are given to the schools so that further education about career choice and preventing barriers to access can be addressed.

Non-traditional Safety Posters

A series of sixteen posters were created featuring role models in non-traditional careers. Each poster quotes the "safety nut" with a safety slogan. Nine programs were funded to increase non-traditional enrollments, students were identified add support services provided.

SUMMARY OF EXEMPLARY EQUITY PROGRAMS

AGENCY	RECRUITMENT WORKSHOP	R STUDENTS ATTENDING	ASETS WORKSHOPS	STUDENTS IN ASETS	CONTINUING TRAINING	PLACED IN JOBS
BAYONNE PUBLIC	21	1015	1	32	9	2
BERGEN COUNTY TECHNICAL	20	825	1	12	64	1
CAPE MAY COUNTY VTS	0	0	3	90	5	7
CENTRAL REGIONAL HIGHSCHOOL	0	0	1	12	0	0
ESSEX COUNTY VTS	58	143	1	18	5	1
MIDDLESEX COUNTY VTS	15	1200	3	72	0	0
PATERSON PUBLIC	2	400	2	40	15	0
PHILLIPSBURG HIGHSCHOOL	5	220	2	12	4	0
SUSSEX COUNTY VTS	40	1364	1	24	22	5
TOTAL	161	5194	15	312	124	10

TABLE 1

SUMMARY OF EXEMPLARY EQUITY PROGRAMS

AGENCY	SECONDARY NT FEMALES	SECONDARY NT MALES	ADULT NT FEMALES	ADULT NT MALES	EDUCATOR INSERVICE	EDUCATORS ATTENDING
BAYONNE PUBLIC	10	4	3	1	19	1316
BERGEN COUNTY TECHNICAL	50	22	24	19	29	139
CAPE MAY COUNTY VTS	3	2	3	4	3	64
CENTRAL REGION HS	106	0	25	0	5	120
ESSEX COUNTY VTS	19	0	1	13	1	35
MIDDLESEX COUNTY VTS	71	36	15	66	4	310
PATERSON PUBLIC	48	0	0	0	5	85
PHILLIPSBURG HS	26	0	0	0	0	0
SUSSEX COUNTY VTS	23	0	5	0	0	0
TOTAL	356	64	90	103	68	2194

TABLE 2

SUMMARY OF SERVICES OFFERED BY STATEWIDE CENTERS

ACTIVITY	MIDDLESEX COUNTY VTS	MONTCLAIR STATE UNIVERSITY	TRENTON STATE COLLEGE	TOTAL
TECHNICAL ASSISTANCE REQUESTS ANSWERED BY MAIL	560	1	300	864
TECHNICAL ASSISTANCE REQUESTS ANSWERED BY PHONE	5600	420	354	6374
TECHNICAL ASSISTANCE ON-SITE VISITS	20	12	0	32
PRODUCTS\PUBLICATIONS PRODUCED	13	7	24	44
EDUCATOR INSERVICES	18	5	12	35
NUMBER ATTENDING EDUCATION INSERVICES	310	90	506	906
STUDENTS WORKSHOP	NA	2	4	6
NUMBER ATTENDING STUDENT WORKSHOPS	NA	125	164	289
ASETS WORKSHOPS	NA	9	9	
NUMBER OF STUDENTS ATTENDING ASETS WORKSHOPS	NA	NA	170	170
NUMBER OF EDUCATORS ATTENDING ASETS WORKSHOPS	NA	NA	26	24
MEETINGS SPONSORED	37	NA	4	41
NUMBERS ATTENDING MEETINGS	445	NA	75	520
PRODUCTS DISTRIBUTED	1500	NA	7000	8500
NEWSLETTERS DISTRIBUTED	800	7025	5482	
EQUITY ENSEMBLE PERFORMANCES	NA	NA	12	12
NUMBER ATTENDING EQUITY ENSEMBLE PERFORMANCES	NA	NA	4980	4980
CONFERENCE PRESENTATIONS\EXHIBITS	21	2	7	30

TABLE 3

5.0
CRIMINAL OFFENDERS
TITLE II - PART B, SECTION 225

5.0 CRIMINAL OFFENDERS

Criminal Offenders funds are administered by the Department of Corrections through an interagency agreement with the Department of Education. During the 1994 fiscal year New Jersey's ongoing financial crisis and its concomitant restraints on both expenditures and hiring have continued to have a negative effect on the fulfillment of all intended goals and objectives for Criminal Offenders.

The restraints on hiring have continued to prevent the recruitment and hiring of the projected regional coordinators. This situation has also precluded the development and implementation of much of the planned statewide training activities.

Despite these setbacks a number of substantive and significant activities have occurred to date.

- Development of increased usage and awareness of the APTICOM system in institutions, including minimum security units and county correctional facilities.

- Provision of on -site technical assistance to enhance vocational training effort within these institutions.

- Development of competence and procedural ability in the usage of the APTICOM system among appropriate staff of these facilities. This includes testing techniques and procedures and standardized report generation.

- Provision of training to in-service correctional staff in the utillization of the APTICOM-provided reports. This has included report interpretation, and the utilization of career reference materials to assist clients in transition.

- Development of increased accountability to funding sources, via computerized record keeping, and quarterly surveys of assessment data relative to vocational program modifications and enhancement.

- Conduct evaluations of current departmental vocatonal programs in relation to the testing data obtained, projected labor market trends, and assessment of necessary vocational programming upgrades and modifications.

The target group is composed of all inmate-students prospectively enrolled and enrolled in the educational programs operated by the New Jersey Department of Corrections. The project is designed to impact upon this population at specific times during their tenure with this department. Specifically at intake or upon enrollment in the education program, during their participation in the academic/vocational program as a counseling tool, as a placement device

relative to vocational programs and/or institutional work assignments, and as a transititonal and post - release resource. Therefore, a given inmate - student may be assessed several times during his or her correctional education enrollment and may also received the benefits of this assessment in the for m of counseling and transitional services.

The demographics of the project's target group is as follows and is approximately: 22.7% white, 60.3% African-American, 16.8% Hispanic, 0.1% Asian. The New Jersey Department of Corrections operates no co-educational institutions. However, vocational programs are offered which do not reflelct traditional gender-bias, such as masonry, carpentry, upholstery, and other programs offered in the female institution and nursing being offered in male facilities.

NARRATIVE ITEMS

5.1 Number served through programs in correctional institutions- 7,786 for FY'94. Institutional breakdown is as follows:

Adult Diagnostic and Treatment Center (A)	0
Bayside State Prison (A)	43
East Jersey State Prison (A)	35
Union County Jail (J)	5
Edna Mahan Correctional Facility for Women (A,W)	4
Garden State Correctional Facility (Y)	235
Garden State Minimum Security Unit (Y)	62
Juvenile Medium Security Facility (J)	27
Mid-State Correctional Facility (A)	43
Mountainview Youth Correctional Facility (Y)	263
Mountainview Full Minimum Unit (Y)	47
High Point Unit of Mountainview YCF (Y)	46
New Jersey State Prison - Jones Farm Unit (A)	82
Lloyd McCorkle Secure Care Unit (now defunot) (J)	27
New Jersey Training School For Boys (J)	232
Northern State Prison (A)	11
Riverfront State Prison (A)	80
Southern State Correctional Facility (A)	51
Albert C. Wagner Youth Correctional Facility (Y)	68

5.2 Types of institutions participating.

Three types of institutions provided services to correctional inmates. They were adult (A), youth (Y) and juvenile (J) facilities as indicated above.

5.3 Achievements, services or programs.

Reports and site visitations have yielded important facts about these transitions effort within the criminal justice system. There are 22 active and operational APTICOM Units under the Criminal Offender jurisdiction with each institution and several satellite units, and two county facilities being serviced. Four previously purchased APTICOM test units are now under the jurisdiction of the New Jersey Department of Human Services, Office of Education (NJDHS-OE). NJDHS took over statewardship of the Bureau of Residential and Community Services Programs on 7/1/93. Over 1,702 student inmates were reported as having been evaluated system wide from 10/1/93 to 9/30/94, indicating tht there is a progressive upward trend. The average tested per APTICOM unit per month has increased from the previously reported 10 per unit to over 14 per unit per month. Continued efforts are being made to assist institutions, satellite units, and county programs in developing appropriate procedures designed to ensure

that the transition project services are intergrated into the total array of programmatic services offered.

5.4 Exemplary program(s) with the criteria the state used in selection.

The Department of Corrections could not identify specific exemplary programs. All programs reported in Section 5.1 are using the APTICOM Vocational Assessment System with subsequent counseling and transitioning as time of the inmates permits.

S3

6.0
SPECIAL POPULATIONS: DISABLED PERSONS; LIMITED ENGLISH PROFICIENT; DISADVANTAGED PERSONS

TITLE I - PART B, SECTION 118

6.0 SPECIAL POPULATIONS: DISABLED PERSONS; LIMITED ENGLISH PROFICIENT; DISADVANTAGED PERSONS

Occupational education for special populations including academically or economically disadvantaged, disabled or limited English proficient students include programs and services that will enable them to achieve success in occupational training. Programs are changing to inclusive programming for individuals.

Occupational education for academically or economically limited pupils includes special programs and services which are designed to enable them to achieve occupational education objectives that would otherwise be beyond their reach as a result of their limitations. There are fewer separate special population classes in favor of mainstreaming these students into regular occupational education programs.

Technical assistance was provided to modify curriculum or encourage services to meet the needs of members of special populations. The number of special population students enrolled in occupational education is greater than the proportion of such students in the general student population. The emphasis of the Perkins Act, to serve special population students in occupational education, is achieved through the use of a formula. Districts with high concentrations of disadvantaged students were targeted for more Perkins Act funds.

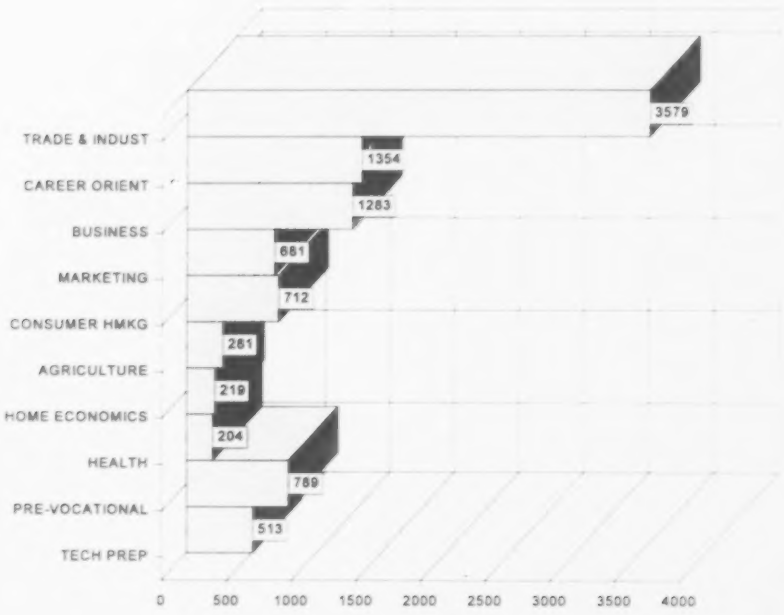
In the districts' spending plans, special needs coordinators were hired to advocate special services and equipment for special populations to enable members of these populations to succeed in regular occupational education classes. Within individual school districts, additional means to assess students who are members of special populations in making occupational program choices has also been a common use of funds. This year, local districts began to work in a cooperative manner to develop work-based learning opportunities and transition plans for persons with disabilities. In addition, local districts began peer mentoring systems for persons with disabilities. Student performance was assessed in all occupational program areas consistent with their Individualized Education Programs. Occupational assessment systems, such as APTICOM, have been purchased for use by special populations students to assist them in their career selections.

NARRATIVE ITEMS

6.1 Disabled

6.1.1 Number of disabled served in programs.

The Carl D. Perkins Vocational and Applied Technology Education Act encourages services to disabled persons among secondary vocational programs. The table below depicts the number of disabled persons enrolled by Program Area from the 138 districts responding to the annual enrollment survey.



6.1.2 Achievements in providing equal access for disabled in recruitment; coordination between special education and vocational - technical education; assessment; career development; and transition from school-to-work.

Local school districts use a variety of supplemental services to assist the disabled population. Adaptive equipment, job coaches, try-out work programs, and assessment systems are some ways that supplemental services assist the disabled population.

- Twenty students participated in the summer jobs program. Students were supervised on their assigned responsibilities. Positive employers' reports and endorsements were received.

- Supermarket careers programs are currently operating in 28 local school districts. This program was established by business to train entry-level disabled workers for employment in the supermarket industry.

- Fourteen special population coordinators were hired through this funding to provide counseling and assessment in local districts.

- Local school districts hired job coaches to assist students in the development of supported employment opportunities.

- County special services districts are designing adaptive equipment to help students secure employment opportunities.

- Twilight training programs for adults are being conducted throughout the state, with the assistance of community based organizations and adult service providers.

- Occupational assessments are being implemented in county vocational schools for the Division of Vocational Rehabilitation.

- Districts are using job coaches and try-out programs to improve success rates of employment. The job try-out programs are coordinated with the Job Training Partnership Act (JTPA).

- Peer mentoring programs were established in four districts to help students with disabilities learn general workplace skills.

- Twilight programs were established in three counties to serve potential drop-outs who are classified.

- Districts provided parents and student information regarding the opportunities in occupational education. Methods used were parent meetings, brochures, videos and cable television.

- One county vocational school established a plan to move all occupational programs to inclusive education system.

- Vocational student organizations provided accommodations for students with disabilities.

- Local districts implemented performance based testing for all program completers.

- Program standards for occupational special population programs are completed.

- Community-based training programs were instituted.

- Representatives of county vocational-technical school districts, along with State Department of Education staff, serve on the New Jersey Association of Persons in Supportive Employment.

- A representative of State Department of Education staff serve on the Integrated Employment Initiative Project.

- An Interagency Workforce Development Group, a subgroup of the State Employment and Training Commission, was established to deal with issues pertaining to people with disabilities. Representatives from the Office of School-to-Work Initiatives and Special Education serve on this committee. Recommendations were accepted by the Governor for developing the work force readiness system for persons with disabilities.

- The Department of Education received the Transition from School to Adult Life grant. The Office of School-to-Work Initiatives Special Populations Coordinator serves as a member of the Core Work Team, Interagency and advisory committee. The responsibilities include: serving on the committee, coordinating information between the offices, conducting training for parents, students, special and occupational education staff, designing and approving training materials and communication between and among the partners.

- Fourteen school districts were monitored by the Office of Equal Education Opportunities to ensure equal access to all programs.

- Seven joint in-service conferences were held with the Office of Adult and Occupational Education and the Office of Special Education.

- County vocational school has established a committee of employers to assist in developing information for school on transitioning from school to the workforce.

- Coordinators of Special Populations are working with Private Industry Councils to establish community based training programs.

- Vocational assessment programs in county vocational schools are assessing abilities in preparation for occupational program.

- Coordinated information regarding performance based testing for the Special Needs Directors.

- Set-up a tent at the Summer Special Olympics to explain the opportunities in occupational education.

- Created an occupational/special education task force to design a policy paper to evaluate the present occupational education system for persons with disabilities and make recommendations. A draft document was created and sent to NJ DOE management for review.

- Serve on the Office of Special Education committee on Comprehensive System of Personnel Development (CSPD).

- Equipment and supplies were used to simulate a retail store environment.

- A special needs Marketing Education convenience store program was developed.

- Two one-day workshops entitled "How to Incorporate Special Education Students Into Vocational Education" were conducted by The National Center for Research in Vocational Education.

6.1.3 The impact of supplemental services provided to the disabled.

- Special population students participated in work-site employment to supplement their job training skills. Potential job sites were visited and selected by the health occupations instructor with subsequent student placement in nursing homes and hospitals. With the introduction of performance based tests, special education students in a health occupation programs passed the state licensure exam with 100%.

- Occupational programs in private special education schools were reviewed based on new legislative mandates. Two new programs were approved during the FY 1994 year.

- Through the supermarket careers program, 875 severely disabled students were trained for that industry with the assistance of job coaches and adaptive equipment.

- Retail marketing students were able to enhance their employment opportunities through the use of the updated equipment and supplies. Students have become proficient in the use of the cash register and computer. Of the 23 students enrolled in the program, 17 are identified as special needs. Hands-on experience and training were provided by working in a convenience store environment. Students were successful at using the new equipment. Occupational training skills were increased on up-to-date equipment using computer software programs, electronic typewriters. Occupational telecommunications training to special needs groups was incorporated in vocational business education courses.

- New equipment was purchased for use in the following courses: keyboarding, shorthand, accounting, record keeping, computer operations, office technology, and word processing.

- Belleville School District revised its technology education graphic arts program to address the special needs of disabled persons. In addition, the program's equipment was updated to meet the learning needs of disabled students. The classroom layout was also redesigned to allow access to students in wheelchairs and students with limited physical abilities. The purchase of equipment allowed the expansion of education activities for students enrolled in the graphic arts program. Nine handicapped students, and 87 special population students were enrolled in the graphic arts program.

- Computer hardware was ordered and used in three districts participating consortium. Students were provided with career information in the area of word processing. Sample job applications were used so students could be provided with practice in completing forms and to alert them to the types of information they would need to have available when making application for employment. Mainstreamed handicapped students were introduced to the various parts of the computer as part of the regular classroom instruction as specified in the specific courses of study. Students learned to manipulate word processing software to produce a document. They were able to produce a variety of documents which required them to utilize the various functions of software. Students were able to identify employment opportunities related to word processing. This was done through references in various textbooks, guest speakers, college and business school admissions personnel, and teacher lectures. Students learned to complete a resume and job application and participate in a simulated job interview.

- Special populations students participated in off-site employment to supplement their job training skills. Potential job sites were visited and selected by the health occupations instructor with subsequent student placement in nursing homes and hospitals. Twenty students participated in the summers job program. Students were supervised on their assigned responsibilities. Positive employer reports and endorsements were received.

6.1.4 Exemplary program(s) with the criteria the state used in selection.

- The supermarket careers program is designed to teach entry-level supermarket employment skills to disabled students. This program is a collaborative effort between the supermarket industry and education.

- Over 875 disabled students were enrolled in the 28 local supermarket careers programs.

- The Division of Adult and Occupational Education funded sixteen programs for a total of $385,615. The money was used to provide state of the art equipment and supplies, and salaries for the instructors

- A task-oriented curriculum was field tested and updated through funds provided by the Kraft Food Corporation.

- The Produce Marketing Association donated funds for 27 industry based certification programs on produce handling. In addition, the Produce Marketing Association trained all teachers in the use of the certification program.

- Eight programs demonstrated interagency coordination with the Twilight Training Program for Adults. Ten programs had a summer job try-out component.

- A supermarket careers tent was set-up at the New Jersey Special Olympics to promote the program.

- The supermarket careers program has maintained a 65 percent placement rate during the school year.

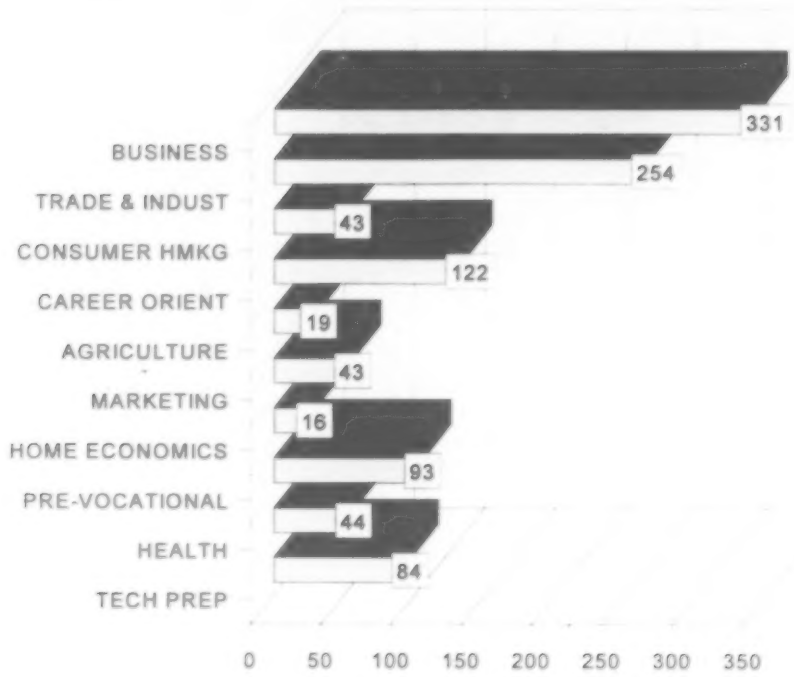
- A supermarket careers competition has been designed for Distributive Education Clubs of America (DECA). Over 300 DECA students participated in regional and state competitions.

- Eagle Enterprise Supportive Employment Program demonstrated a 75% placement rate, higher then the national average.

6.2 Limited English Proficient (LEP)

6.2.1 Number of LEP individuals.

The Carl D. Perkins Vocational and Applied Technology Education Act encourages services to Limited English Proficient (LEP) persons among secondary occupational programs. The figure below depicts the number of LEP persons enrolled by Program Area from the 193 districts responding to the annual enrollment survey.



6.2.2 **Achie vements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.**

Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.

- Occupational education programs used computer assisted instruction, bilingual job coaches and counselors to assist students in occupational education programs.

- Bilingual job coaches and special needs coordinators have been hired to provide vocational assessment and counseling.

- Two supermarket careers programs deal directly with Limited English Proficient students. The employment placement rate is 80 percent for these students.

- 14 school districts were monitored by the Office of Equal Educational Opportunity to ensure access and service to this population.

- Students enrolled in the Cooperative Business Education programs were made aware of entry-level employment opportunities through the use of a video and guest speakers.

- Enrollment management strategies developed and implemented to reach a wider range of the LEP student and parent audience.

- Two brochures were updated and produced in English and Spanish.

- Special needs high school students from the ESL Hispanic population were identified and invited to attend an information session career options available in the occupational work areas.

- Students were provided with opportunities for special populations to prepare for careers in business education. The enrollment of LEP students increased in the cooperative business education classes. This was done with the cooperation of the Foreign Language and Business Education Departments. Enrollment of special population students increased in one district by 15-20 percent.

Supplemental services for Limited English Proficient

- Career counseling for selection

- Translated materials in native language

- Job coaches and classroom assistance for students

- Information development for parents and students were developed in native language

- Computer instructional programs were purchased in Spanish/English

6.2.3 Exemplary program(s) with the criteria the State used in selection.

Limited English Proficient students have access to all occupational training programs. In addition, local school districts have expanded services such as vocational assessment, career assessment to work with Limited English Proficient students.

- Basic skills laboratories were established to correlate with occupational training programs.

- Upgrading of apprenticeship and pre-apprenticeship programs to serve the Limited English Proficient Populations was achieved.
- Health Occupations students received training in simulated hospital settings.
- Computer-assisted training programs were used to assist LEP students.
- Local districts have hired job developers to assist with job placement.

6.3 Disadvantaged

The Carl D. Perkins Vocational and Applied Technology Education Act encourages services to disadvantaged persons among secondary vocational programs. The table below depicts the number of disadvantaged persons enrolled by Programs Area from the 138 districts responding to the annual enrollment survey. This is a duplicate count as a students can be both academically & economically disadvantaged.

6.3.1 Number of disadvantaged individuals in program.

All occupational education programs are open to disadvantaged students. The disadvantaged population is considered to be academically and economically at-risk. Final reports indicate that an increase in serving the disadvantaged student is occurring with non-traditional approaches such as community-based training, CD-ROM, cooperative learning and peer tutoring are being used to enhance educational experiences for the disadvantaged.

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6.3.2 Impact of supplemental services provided to the disadvantaged.

Throughout all occupational program areas, supplemental services are being provided to the disadvantaged population. These services include computer-based training, career counseling and cooperative education components.

- Vocational assessment programs were developed to assist with career exploration.
- Special needs coordinators were hired to assist with career counseling and vocational assessment.
- Occupational education programs have added a remediation component to their occupational programs in the areas of life skills and academic skills.
- Five vocational-technical high schools have a school based youth services program in conjunction with the Department of Human Services.
- Basic skills laboratories were established to correlate to occupational programs.
- Community-based training programs were established to teach generic employability skill.
- Computer-assisted training programs are used to augment instruction.
- Students increased their marketable skills training in welding, health, computer repair, office and related academic courses.
- Alternate occupational programs concentrating on at-risk students have been established to strengthen success rate.
- Extended hours to provide supplemental instruction to students on CD-ROM systems were used to assist at-risk students.
- A matrix outlining the linkages, services and activities completed for the special populations follows this narrative.

6.3.3 Achievements in serving the disadvantaged students with respect to their successful completion of vocational - technical education program.

- Training on state of the art equipment and practical experience in the classroom was given to special population students. Additional computer equipment and software were installed in the labs to facilitate the school's ability to increase enrollment and better serve nontraditional students.

- The enrollment and retention opportunities of special population students in the business classes were increased. In the accounting and computer program courses, there was an 8 percent increase in enrollment of special population students.

- Laboratory settings were developed and others modernized to provide students with simulated clinical settings and state of the art equipment. Equipment was purchased for several programs; new curriculums were written, others updated; inservice programs were conducted for teachers of allied health; and field trips and job site visits were conducted.

- The establishment of a clinical lab unit facilitated an up-to-date learning environment and opportunities for self-paced learning, reinforcement of theory, remediation and currency in the use of technology. The acquisition of new equipment allowed programs to modernize and become more aligned with current practices in the health career field. Instructors were trained on the proper use of equipment and safety procedures. Curricula were written, revised or upgraded to meet state competency based criteria. Job sites visits & field trips were

- Job opportunities for economically disadvantaged students were explored through contacts with businesses throughout the community. Students were recruited and selected through Resource Centers, English As a Second Language classes, guidance counselors and vocational counselors' recommendations.

- As a result of the efforts to increase business contacts and ascertain the skills attitudes needed for successful employment, the number of student placement increased by 95. Enrollments in work study cooperative work experience programs increased. One school district employed six part-time student workers who performed clerical responsibilities in offices throughout the school system.

- The transition to the World of Work activities included providing high school students with occupational exploration experiences in order to increase awareness of high school vocational program offerings, job market opportunities and provide for pre-employment work maturity skills.

- Materials and supplies were purchased to provide resources to support exploring occupational programs. The state approved certified nurse aide program was conducted in one school with a 90 percent success rate and placement rate exceeding 80 percent.

- Students were able to identify specific employability competencies, both generic and specific, related to a variety of occupational areas.

- Four special needs school districts were able to modify their curriculum to meet the special needs of the disadvantaged students. Curriculum and equipment upgrades were administered in the areas of technology education, graphic arts/photography and carpentry and construction.

- Students were exposed to a variety of careers in the areas of construction, graphic arts and photography, technology education, which includes such areas as energy, power, communications manufacturing and transportation.

- Students in the Passaic School District were able to attained a 70 percent passing rate for identified occupational competencies for targeted occupational areas.

6.3.4 Exemplary program(s) with the criteria the state used in selection.

Based on the criteria established within the Program Performance Measures and Standards model, no programs achieved exceptional standard status in FY 1994.

7.0
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT
TITLE II - PART A, SECTION 201

7.0 STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

State leadership is used to develop and foster among the local educational agency programs in curriculum development and dissemination, personnel development, the development of standards and measures, the support of VSOs, partnerships with other organizations involved with vocational education, data collection, support for tech-prep programs, the infusion of safety and health education and applied academics into the vocational curriculum.

Vocational education uses a variety of programs and activities to meet the diversified needs of the citizens of New Jersey. The following narratives describe the program conducted in FY 1994 that the state's identified vocational education needs:

7.01 Statewide Programs

State leadership is provided to program issues through a competitive funding process known as a "Request for Proposal (RFP)" process. Through a lengthy research and evaluation process the Department of Education identifies areas of need. These identified needs trigger the development of specific program specifications. In FY 1994 the Department issued twenty-one (21) different proposal categories and program specifications.

For each category a set of specifications was issued to all interested eligible recipients prior to the writing of a proposal. The following chart identifies the RFP categories, the funding source, the funds available, the number of contacts issued, the expended funds by contract category, the staff responsible and the number served for the proposal area. The chart also identifies those programs continued beyond one year, new in FY 1994 or discontinued at the conclusion of FY 1994. Following the chart is a brief description of each proposal category. Additional specific program information is available from the identified staff. A staff directory is located in the Appendix to this document.

SCHOOL-TO-WORK INITIATIVE
REQUEST FOR PROPOSALS LOG FY 1994

NAME OF REFERENCE	CONTRACT PERIOD	OCCUP EDUC	STATE FUNDS	FED FUNDS	TOTAL AVAILABLE IN RFP	TOTAL CONTR. ISSUED	TOTAL CONTRACT FUNDS	BALANCE OF FUNDS	STAFF RESPONSIBLE	ENROLLMENT
HOME ECONOMICS CURRICULUM GUIDE***	9-01-93 6-30-94	X		X	$65,000.00	1	$49,093.00	$15,907.00	Phyllis Garnant	152 Teachers
CONSUMER AND HOMEMAKING*	7-01-93 6-30-94	X		X	$842,178.00	18	$595,278.00	$246,900.00	Phyllis Garnant	2795 Students
EQUITY PROGRAMS*	7-01-93 6-30-94	X		X	$450,000.00	9	$438,389.00	$11,611.00	Pat Mitchell	613/ occ. train. 7700/ serviced
DISPLACED HOMEMAKERS SURVIVAL SKILLS*	7-01-93 6-30-94	X	X		$400,000.00	9	$400,862.00	($862.00)	Pat Mitchell	253/ occ. train. 434/ serviced
SUPERMARKET CAREERS***	9-01-93 6-30-94	X	X		$700,000.00	15	$385,655.00	$314,345.00	Cindi Bowman	270
SUPERMARKET ACADEMY*	7-01-93 6-30-94		X		$100,000.00	1	$100,000.00	$0.00	Cindi Bowman	0/ Planning Grant
COMMUNITY-BASED ORGANIZATIONS*	9-01-93 6-30-94	X		X	$335,406.00	3	$335,400.00	$0.00	Maryann Grumelli - Boychuck	697
STUDENT INVENTIONS THROUGH EDUCATION*	7-01-93 6-30-94		X		$120,000.00	3	$119,880.00	$120.00	Ann Di Giacomo	12,627
SEX EQUITY TECHNICAL ASSISTANCE CENTERS**	10-01-93 6-30-94	X		X	$450,000.00	3	$450,000.00	$0.00	Pat Mitchell	7270/ Tech. Assis. 6279/ Inserviced
PROFESSIONAL (PACT) AUTOMOTIVE CAREERS***	9-01-93 6-30-94	X	X		$100,000.00	1	$100,000.00	$0.00	Earl Brancolino	14
TECH PREP*	9-01-93 6-30-94	X		X	$2,000,000.00	19	$1,914,417.00	$85,375.00	Ron Stoy	7,059
SUB TOTAL					$5,562,584.00		$4,888,974.00	$673,396.00		

* = Continued. Expanded
** = New
*** = Dropped

SCHOOL-TO-WORK INITIATIVE
REQUEST FOR PROPOSALS LOG FY 1994

NAME OF REFERENCE	CONTRACT PERIOD	OCCUP EDUC	STATE FUNDS	FED FUNDS	TOTAL AVAILABLE IN RFP	TOTAL CONTR. ISSUED	TOTAL CONTRACT FUNDS	BALANCE OF FUNDS	STAFF RESPONSIBLE	ENROLLMENT
TECH PREP ALLIED HEALTH*	9-01-93 6-30-94	X	X		$900,000.00	3	$800,625.00	$99,375.00	Marian Mullarkey	538
NEW JERSEY YOUTH CORPS*	9-01-93 6-30-94	X	X	X	$4,449,789.00	13	$4,481,501.00	($31,712.00)	Lynn Keepers	115
SINGLE PARENT, DISPLACED HOMEMAKER & SINGLE PREGNANT WOMEN*	7-01-93 6-30-94	X		X	$1,400,000.00	14	$1,361,934.00	$38,066.00	Pat Mitchell	626/ Occ. Train. 1178/ Serviced
YOUTH APPRENTICESHIP***	7-01-93 8-31-94	X	X		$2,000,000.00	10	$2,054,069.00	($54,069.00)	Maryann Grumelli -Boychuck	131
WORKLINK**	9-01-93 6-30-94	X	X		$250,000.00	11	$246,535.00	$3,465.00	Maryann Grumelli -Boychuck	3661
FAMILY DEVELOPMENT ACT*	9-01-93 6-30-94	X	X		$300,000.00	1	$59,858.00	$240,142.00	Maryann Grumelli -Boychuck	8
SAFE SCHOOLS**	10-01-93 6-30-94	X	X		$60,000.00	1	$60,000.00	$0.00	Sylvia Kaplan	N/A
YOUTH TRANSITIONS TO WORK PARTNERSHIP*	3-14-94 6-30-95	X	X	X	$3,600,000.00	13	$2,202,871.00	$1,397,129.00	Maryann Grumelli -Boychuck	343
JTPA LITERACY COOPERATIVE DEMO. PROGRAM**	4-4-94 6-30-95	X		X	$700,000.00	18	$693,144.00	$6,856.00	Harry Van Houten	0/ Completers Implement. 7/1/94
JTPA NON-TRADITIONAL**	4-4-94 6-30-95	X		X	$239,000.00	6	$239,000.00	$0.00	Pat Mitchell	0/ Plan. Grant. Implement. 7/1/94
GRAND TOTAL					$28,297,218.00		$25,813,818.00	$2,483,400.00		

* = Continued, Expanded
** = New
*** = Dropped

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A. Home Economics Curriculum Guide

A three-year Home Economics Curriculum Guide project was initiated in FY 1992 to develop a content-and age-appropriate competency-based secondary home economics curriculum guide, 9-12. The guide was designed to help ensure the quality and effectiveness of Home Economics Education programs at the local level.

FY 1994 was the third and final year of the award. The objectives for the third year of this project were:

- To prepare a competency-based home economics secondary curriculum guide;
- To prepare printed copies of the revised curriculum guide; and
- To conduct implementation workshops to home economics educators on applying the curriculum to diverse classroom populations.

B Consumer and Homemaking

Under the Consumer and Homemaking category, 18 contracts were awarded. The eligible recipients developed, expanded and improved consumer and homemaking education programs by upgrading instruction and curricula. The projects provided support services and activities designed to ensure the quality and effectiveness of Consumer and Homemaking programs, including the demonstration of innovative and exemplary projects, community outreach to under-served populations, application of academic skills through consumer and homemaking education programs, teacher education, upgrading of equipment, and teacher supervision including activities of the affiliated vocational student organization.

C. Equity Programs

Nine Equity Contracts were awarded to increase enrollments and retention of secondary and postsecondary students in occupational education training programs nontraditional to their gender and to eliminate sex bias and stereotyping in vocational education. The programs used the following definitions: occupational education is nontraditional when the enrollment is 75% or greater of the other sex. An occupational education program is an organized and articulated sequence of courses designed to develop the competencies required for a specific occupational or occupational cluster. The sequence of courses offered included occupational training and academic education. These programs prepared learners for employment and provided a foundation and an opportunity for lifelong learning activities that upgraded and updated workers' skills.

The occupational education programs provided were competency-based and

learning experiences that contributed to the development of each individual's academic knowledge, higher-order reasoning skills, problem-solving and general employability skills. Section 4.0, Sex Equity Programs provides a detailed description of the programs offered under this category.

D. Displaced Homemakers Survival Skills

Nine projects were funded to replicate a pilot program for high-wage occupational training (usually nontraditional) and survival skills for displaced homemakers. The projects included supportive services to the children of displaced homemakers. A displaced homemaker is an individual who is an adult; primarily worked without enumeration to care for home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or income of a relative but is no longer supported by such income (due to divorce, death of a spouse, or separation); or is a parent whose youngest dependent child is or will become ineligible to receive assistance from AFDC.

The programs used the following definitions: Occupational Training - an organized and articulated sequence of courses designed to develop the competencies required for a specific occupation or occupational cluster. The sequence of courses offered through those projects included occupational training and academic education. The occupational skills training programs were approved by the New Jersey Department of Education.

Survival Skills - The displaced homemaker survival skills program replicates a model program developed by the New Jersey Department of education. School-to-Work Initiatives. They include survival skills courses; introductory computer literacy courses; and hands-on mechanical skills courses. At the conclusion of the survival skills, courses, the displaced homemakers were enrolled in high-wage high-skill occupational training. Section 3.0, Single Parents. Displaced Homemakers provides a detailed description of the program offered under this category.

E. Supermarket Careers

Fifteen Supermarket Careers projects were funded to implement specific curriculum designed to train and employ special needs students for employment in the supermarket industry. Two hundred seventy students finished the program with sufficient skills needed to obtain entry level employment.

F. Supermarket Academy

One funded project provided for the continued operation of a supermarket training academy at the Union County Vocational-Technical School District. This contract built upon the planning grant that was awarded to the Union County Vocational-Technical School District in FY 93.

The Supermarket Technological Training Academy was established in FY 93 in the Union County Vocational-Technical School District. The State Employment and Training Commissions (SETC) Unified State Plan for New Jersey's Workforce Readiness System supported the need of government assistance to employers who will remain competitive through employee training and retraining by identifying the types and level of training required by employers. In addition, the SETC report recommended that government should encourage employers to use public training providers to insure occupational proficiency of graduates. As a result of these reports and efforts in the State of New Jersey, an industry advisory committee was established, reviewed the needs of the supermarket industry in the state, and recommended the support of a Supermarket Academy. A needs analysis was completed and the industry chose Union County Vocational Technical School as the site for the program.

G. Community-Based Organizations

Three Community-Based Organization projects were awarded to provide vocational education programs and services to economically and educationally disadvantaged youth. Applications required coordination among Local Education Agencies and Community Based Organizations. The target population was economically and educationally disadvantaged youth and individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The population served included individuals who had limited English proficiency and individuals who were dropouts from, or who were identified as potential dropouts from, secondary school. For the purpose of this definition, individuals who scored at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades were below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or failed to attain minimal academic competencies were considered "academically disadvantaged." The population served did not include individuals with learning disabilities.

H. Student Inventions Through Education

Three Student Innovations and Occupational Education programs were supported to implement the statewide Student Inventions Through Education (SITE) program for students in grades K-12. SITE encouraged students to develop their ability to create, reason, and solve problems using technology.

I. Sex Equity Technical Assistance Centers

Three statewide Vocational Equity Technical Assistance Centers were supported to meet the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392 requirements to: increase access for individuals who have been inadequately served in vocational education; eliminate sex bias and stereotyping in vocational education and provide marketable skills training for single parents,

displaced homemakers and single pregnant women. The projects coordinate equity training, research, evaluation, marketing and resources for the entire New Jersey vocational education community. Each awarded center provided either training, marketing/ resources, or research/ evaluation services as its major thrust; and operated as a component of a cohesive state- wide network coordinated by the Department of Education to achieve federal mandates.

J. Professional (PACT) Automotive Careers

One Professional Automotive Careers (PACT) project was supported to continue the industry sponsored Professional Automotive Career Training Program in the Morris County Vocational School District. This grant enabled the vocational school, in cooperation with a community college and American Honda Motor Company (AMHC) to implement and continue the services provided by the PACT automotive training center.

K. Tech Prep

Eighteen New Jersey Tech Prep grant programs developed and implement a range of sequenced competency-based courses and experiences designed to provide secondary students with an improved opportunity for a seamless transition from school to postsecondary technical education or work. Tech Prep prepared students for high skilled technical occupations in tomorrow's technological workplace. Tech Prep combined a common core of applied academic courses and technical courses at the high school level for continued postsecondary education or training. These projects were designed for the purpose of strengthening existing non-allied health Two Plus Two Tech Prep programs and/or consortium and implemented newly developed programs.

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) describes a Tech Prep program as a program which: leads to an associate degree, two-year certificate or an apprenticeship; provides preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health or business; builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study and leads to in employment.

L. Tech Prep/Allied Health

Three Tech Prep, Allied Health projects were awarded to encourage area vocational education schools, local educational agencies, community colleges and the University of Medicine and Dentistry to plan, design, implement and evaluate programs that prepared students to attain employment in the allied health field. The outcome of those projects provided interested students with a quality education in an allied health career along with the opportunity for continuous upward mobility.

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) describes a Tech Prep program as a program which: leads to an associate degree, two-year certificate or an apprenticeship; provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, agriculture, health or business; builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study and leads to placement in employment.

M. New Jersey Youth Corps

Thirteen New Jersey Youth Corps projects were awarded to serve youth between the ages of 16 and 25, not attending school, who do not possess a high school diploma. New Jersey Youth Corps projects offered basic skills instruction including preparation for the General Educational Development (GED) test or Adult High School instruction, employability skills instruction, counseling, job development and placement and community service experiences.

N.. Single Parent, Displaced Homemaker and Single Pregnant Women

Fourteen Sex Equity and Single Parent, Displaced Homemaker, and Single Pregnant Women programs were funded to assist single parents, displaced homemakers and/or single pregnant women to obtain marketable skills in high-wage, high-skill and nontraditional occupational areas. The programs functioned using the following definitions: "marketable skills" referred to occupational education. High-wage, high-skill occupational areas referred to those careers which will support a family above the poverty level and achieve economic self-sufficiency.

Displaced Homemaker - A displaced homemaker is an individual who is an adult; primarily worked without enumeration to care for home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or income of a relative but is no longer supported by such income (due to divorce, death of a spouse, or separation); or is a parent whose youngest dependent child is or will become ineligible to receive assistance from AFDC.

Single Parent - An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant. Section 3.0, Single Parents, Displaced Homemakers provides a detailed description of the programs offered under this category.

O. Youth Apprenticeship

Ten Youth Apprenticeship contracts were awarded to implement model Youth Apprenticeship programs in the state. The projects were initiated in the 1993-94 academic year. The Youth Apprenticeship Policy for New Jersey defines youth

apprenticeship as: a year-round, formally structured, employer driven combination of secondary school and work-based learning experience linked to a postsecondary educational experience that facilitates a smooth, successful transition from school to work. It enables academically ready, self-motivated youth to enter into a work-based learning program of study, a program resulting in a high school diploma and a postsecondary certification of occupational competencies relevant to employment in a high skill occupation.

Youth Apprenticeship was identified in New Jersey's Unified State Plan for Workforce Readiness as a major component for school-to-work transition. State funding for a small number of prototype youth apprenticeship models was included in the state's FY 1994 budget.

A distinguishing feature of the Youth Apprenticeship Programs was the work-based learning component. A significant amount of the student's time during the academic year was spent at the work site. The youth apprentice positions provided experiences that became progressively more technical in nature and more comprehensive as the students proceeded through the program. The work-based learning experiences were included as part of the comprehensive occupational training programs offered in the apprenticeship program.

While this program was not continued in FY 1995, the concept became a component of New Jersey's School-To-Work Opportunities system. As a result of this pilot effort New Jersey was successful in receiving one of eight federal School-to-Work Opportunities implementation grants.

P. Worklink

Eleven Worklinks projects established a pilot electronic student portfolio system in local school districts and thereby become part of a statewide network designed to provide all students with an "employer-friendly" documentation of skills and competencies achieved in school.

Q. Family Development Act

The Family Development Vocational and Basic Skills Pilot program was a cooperative effort between the New Jersey State Departments of Education and Human Services to provide county vocational schools in selected counties with grants to establish or expand adult technical education training programs in an effort to more adequately address the workforce readiness needs of Family Development clients.

R. Safe Schools

The Safe Schools project was a three-year project designed to develop a safe school manual and training models to implement the model.

The purpose of the FY 1994 grant, the second year of this three-year grant program, was to:

- disseminate the current SAFE SCHOOLS manual to other deliverers of vocational education in New Jersey
- update on a biannual basis the SAFE SCHOOLS manual published by the Environmental Occupational Health Sciences Institute (EOSHI), Public Education and Risk Communication Division, Resource Center, University of Medicine and Dentistry of New Jersey, Robert Wood Johnson Medical School. The biannual update is necessary so that the manual remains current with environmental, safety and health regulations that impact vocational education programs in New Jersey schools
- provide training on the use of the manual

S. Youth Transitions To Work Partnership

The Youth Transitions To Work projects (YTTWP) established new apprenticeship programs for high-wage, high-skill, labor demand occupations and link these new programs and existing apprenticeship programs with secondary schools and institutions of higher education. These programs provided effective transitions for high school graduates into apprenticeship programs, while sustaining or enhancing educational standards. The initiation of these programs created opportunities for lifelong, occupationally relevant learning and ongoing career advancement for front line workers thereby motivating youth to greater success in secondary and postsecondary education.

A distinguishing feature of a YTTWP Program was the work-based learning component. A significant amount of the student's time during the academic year was spent at the work site, with no reduction in classroom hours or academic standards. The work-based learning positions provided experiences that became progressively more technical in nature and more comprehensive as the student proceeds through the program. The work-based learning experiences were included as part of the comprehensive occupational training programs.

T. JTPA Literary Cooperative Demonstration Program

Section 123 of P.L. 102-367, the Jobs Training Partnership Act (JTPA), requires states to carry out projects that, among other objectives, provide literacy and lifelong learning opportunities for eligible individuals. The JTPA Literacy projects provided services that enhanced the knowledge and skills of educationally and economically disadvantaged individuals thereby increasing the employment and earning potential of these individuals.

Section 123, (c), (2), (D), (ii) of P.L. 102-367 also requires the integration and coordination of services with programs operated under the Adult Education Act (P.L. 100-297). These projects facilitated the delivery of literacy training, provided by centers funded by the Adult Education Act, to eligible individuals enrolled in the Job Training Partnership Act program.

Such projects were mandated to be conducted in accordance with local agreements that reflected the goals and services developed between the state education agency, administrative entities in Service Delivery Areas (SDAs) and the local adult education providers.

U. JTPA Non-Traditional

Section 123 of P.L. 102-367 of the Job Training Partnership Act (JTPA) requires states to provide "...statewide coordinated approaches to education and training for programs designated to train, place and retrain women in nontraditional employment." The JTPA Non Traditional projects encouraged providers of occupational training programs, funded through federal and state resources, to initiate programs to successfully recruit, train and place women in nontraditional occupations.

Section 626.5 of 20 CFR 626 defines "nontraditional" as "...occupations or fields of work where women comprise less than 25 percent of the individuals employed in such occupations or field of work."

7.02 Safety/Health

The need for statewide leadership in environmental and occupational safety and health was recognized and substantiated through the statewide assessment. In order to increase occupational and environmental safety and health knowledge and practices of vocational educators, and through them their students, curricula, facilities and skills were in need of upgrading. Leadership designed to provide professional development, curriculum resources and technical assistance in specific occupational and career orientation areas was provided through the Occupational and Environmental Safety and Health Coordinator.

7.03 Vocational Student Organizations

The vocational student organizations (VSO) unit provided statewide support and leadership services for New Jersey's seven VSOs. These organizations are an integral part of the occupational education instructional program. The activities of each organization is educationally appropriate to the goals and objective of the particular vocational education instructional program which the organization serves. The sharing of ideas and resources among the organizations located in one work unit has been beneficial to all.

The state advisors have full responsibility for the conduct of their assigned organizations in accordance with the organizations' constitutions, bylaws, rules and regulations. The Unit Administrator and the Conference Planner provide services for all seven organizations. Occupational program specialists within the Department and local chapter advisors who are also occupational teachers provide input to maintain VSO activities as an integral part of instruction. The procedures and rules of the Departments of Education and Treasury are used to manage the finances of the organizations. This process assures fiscal responsibility and uniform procedures. In addition, it also requires competitive bidding for services and supplies to keep costs low and more affordable for students and schools.

Grant funds were used to provide leadership and support to the regional and state activities to each of the seven vocational student organizations. The unit expended $349,249 to serve 24,043 student/members and teacher/advisors in 521 local school chapters. These funds were used to pay the salaries of unit staff, consultants, postage, staff travel and office supplies. An additional cost of $321,918.45 was paid from conference fees and membership dues for conducting activities, facilitating student governance and incentive awards. Approximately $1,200,000 was paid directly to vendors by local chapters/schools for state and national conference lodging, state and national conference meals and national conference travel.

The VSO unit conducted 19 regional conferences, 17 statewide conferences and coordinated New Jersey attendance at 11 national conferences. Attendance at these events totaled 16,561 students and teachers. Some 623 competitive events were conducted requiring resources from 460 businesses, 10 colleges and universities, 35 public and private schools and 62 trade and union organizations. Resources provided were: personnel to conduct events and evaluate students, supplies and equipment, facilities, awards and prizes and content advisement/development. An annual VSO Calendar of Activities for all seven organizations is coordinated among the organizations, published at the start of the school year and sent to all school superintendents and principals.

A. Technology student association (TSA)

TSA is the organization serving students K through 12 in technology education courses. There were 28 chapters 1993-94. The organization serves more students than the membership indicates due to the method of dues collection per school rather than by member. The estimated number is 2,075 students and advisors.

Vocational Student Organization Memberships 1993-1994
Vocational Education Enrollments 1992 -1993

Vocational Student Organization (Occupational Program)	Number of Chapters (one per School, Unduplicated)	Number of Occupational Programs (one per school, Unduplicated)	Percentage of Programs with Chapters	Number of Student/ Members (Unduplicated)	Grades 9-12 Enrollment in Occupational Program (Unduplicated)	Percentage Membership in Occupational Program
FBLA-PBL (Business)	162			6,596	19,371	34%
FFA (Agriculture)	39	45	86%	1,540	1,346	114%
FHA/ HERO (Home Economics and H. E. Related)	46			939	7,102	13%
DECA-DEX (Marketing)	136			5,385	4,077	132%
HOSA (Health Occupations)	38			1,614	1,178	137%
TSA (Technology)	28			2,075	N/A	N/A
VICA (Trade and Industry)	72			5,894	21,357	27%
Total	521			24,043	54,431	44%

B. Agriculture/Future Farmers of America (FFA)

The mission of the FFA (formally the Future Farmers of America) is to make a positive difference in the of lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. This is accomplished by providing opportunity for participation in public speaking, competency-based contests, chapter activities, award and recognition programs, committees and community-based projects. The FFA allows students to excel in life and in the area of their career interest. FFA motivates members to make a positive impact on society and enables students to connect classroom instruction with on the job training (supervised agricultural experience) and leadership development.

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C. Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)

Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL) is the vocational student organization for students preparing for careers in business. FBLA-PBL provides innovative leadership programs to bring business and education together in a positive working relationship. Its goals include promoting competent, aggressive business leadership, understanding American business enterprise, developing character and self-confidence and facilitating the transition from school to work.

D. Business (DECA)

DECA is an integral part of the marketing education instructional program. The mission of the organization focuses on local, state and national level competition in specific competency based occupational skill, leadership development and management training. DECA activities are based upon the curriculum in marketing education.

E. Health Occupations/Health Occupations Students of America (HOSA) Program

Health Occupations Students of America (HOSA) provides a program of activities which is an integral part of the Health Occupation Education curriculum. The organization promotes and develops leadership abilities, citizenship, personal growth, health care awareness and occupational responsibilities. The mission of HOSA is to enhance the delivery of quality health care to all Americans. The purposes of the organization is to develop leadership and technical skill through a program of motivation, awareness and recognition. New Jersey has 1,614 student/members in 38 chapters /schools.

F. Consumer and Homemaking Education/Future Homemakers of America/Home Economics Related Occupations (FHA\HERO)

Future Homemakers of America/Home Economics Related Occupations of New Jersey (FHA/HERO) is the vocational student organization for home economics education students in grades 6 through 12. FHA members are students in consumer and homemaking education courses/programs; HERO members are enrolled in home economics related occupations courses/programs. The mission of FHA/HERO is to promote personal growth and leadership development through home economics education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and vocational preparation.

G. Trade and Industrial Education/Vocational Industrial Clubs of America (VICA)

The Vocational Industrial Clubs of America (VICA) is the vocational student organization serving students in trade, industrial and technical education programs.

VICA is dedicated to developing both leadership and trade skills. It provides leadership, citizenship and character development programs and enhances job skill training. It builds and reinforces self confidence, positive work attitudes and good communications skills. Its programs help teachers better prepare students to succeed in the labor market, through industry support and sponsorship. VICA has the help of over 400 trade and industry people to conduct regional and state competitions.

7.04 Interagency Coordination

The Commissioner of Education, in conjunction with the State Director of Vocational Education, promoted joint planning and coordination for occupational training programs among employment training deliverers. A variety of methods, described below, were used to meet the individual needs of the agencies and their clients.

A. The New Jersey State Employment and Training Commission (SETC)

The State Employment and Training Commission (SETC) played a key role in joint planning and coordination activities. The principal focus of the SETC employment and training policy was to develop a strategy to fill significant gaps in New Jersey's training and employment efforts. Special attention was placed on finding ways to mobilize and channel public and private resources to individuals who would otherwise be denied access to the training and education they needed to make their fullest contribution to the economic well being of the state.

The Commissioner of Education served on the SETC. In addition, the Director of the Office of School-to-Work Initiatives attended SETC meetings. The director and staff of the Office of School-to-Work Initiatives also represented the Department of Education on SETC subcommittees.

A significant part of the responsibility of the SETC was the coordination, development and implementation of a unified state plan for the delivery of all workforce resources and training. All branches of state government participated in the planning and implementation processes.

B. Business Resource Network

The Business Resource Network is a coordinated inter-departmental resource established to identify and market programs that are available to employers, address employers' workforce concerns and establish an early alert system to identify employer needs. This network will function on the state, regional and local levels.

On the state level, the Departments of Labor, Commerce, and Education signed an interagency agreement on March 27, 1992. Each department named a network coordinator:

Labor - Janice Yunginger	(609) 292-2074
Commerce - Linda Furlong	(609) 292-0598
Education - Maury James	(609) 984-4760

Each coordinator was responsible to communicate with their Department's agencies, divisions and institutions the purpose and functions of the network. In addition, the coordinator was responsible for collaboratively identifying a means of assessing the resources available through the network and following the linkage of services with the requesting entity. As a result, the Department entered into an interagency agreement establishing program funds from the Vocational Education state budget, the Workforce Development Partnership Program and State Adult Education funds . These funds, a total of $500,000, will be used to deliver programs designed to meet employees and employers needs in FY 1995.

Each department requested assistance from regional and local providers such as the County College network, Vocational School and Technical Institute network, Adult Learning Center network and the Business Enhancement Program to publicize the program and provide responses to business and industry needs. To facilitate this assistance, regional and local providers identified one person from their institution to serve as a liaison to this network. This network of liaisons has enabled the state to respond to individual needs in an efficient manner.

C. Workforce Development Partnership Program (WDPP)

Mission

Within its mission, of the Department of Education provides quality educational services in the Workforce Readiness System. Educational and occupational training for the current and future workforce is provided through the state's K-12 system, as well as the adult and postsecondary education programs.

Structure

The lead unit within the State Department of Education designed to provide the leadership for the Workforce Readiness System is the Office of School-to-Work Initiatives. The Director of the Vocational Education represents the Commissioner on the State Employment and Training Commission and on all taskforce and committees working on workforce development issues. The Business Resource Network liaison for the Department of Education is also located in this office.

A regional liaison to the Business Resource Network has been established in each of the 21 County and Regional Vocational/Technical School Systems in the state. The purpose of the network is to use the collective knowledge and resources of existing and future training opportunities to better meet the needs of employers

and employees. The network's aim is to work together among state and local agencies and support each other's efforts in training and retraining the current and future workforce. It is through these liaisons that services provided by the Workforce Development Partnership Act are coordinated and provided.

Program

Basic program categories include:

- Occupational education programs are organized programs of study directly related to the preparation of individuals for employment or to skills enrichment or retraining for individuals already in the workforce;
- Transition to the World of Work are programs, activities and/or services which assist individuals to overcome barriers to employment including transition from occupational education programs to employment;
- Career Orientation programs assist individuals to clarify career goals, explore career possibilities, develop employability skills and obtain skills necessary to function in a technological society; and
- Adult Education provides skills necessary to function in a modern workforce through programs such as General Educational Development (GED), English as a Second Language, Refugee Resettlement, Evening Schools for Foreign Born Residents, Adult Basic Education, Adult Literacy Volunteer Programs and Workplace Literacy Programs.

D. New Jersey Occupational Information Coordinating Committee

Statewide coordination is also provided through representation by the Office of School-to-Work Initiatives on the New Jersey Occupational Information Coordinating Committee. This ensures that labor supply and demand data are consistent for program planning purposes under JTPA and the Carl D. Perkins Vocational and Applied Technology Education Act. This committee also establishes the criteria used to identify demand occupations.

E. The Job Training Partnership Act (JTPA)

The New Jersey Department of Education, through use of Carl D. Perkins Vocational and Applied Technology Education Act leadership funds, with the New Jersey Department of Labor, coordinated state level program planning and provided technical assistance to eligible recipients of federal vocational education and Job Training Partnership Act (JTPA) funds. Staff of the Department of Education worked with staff of the Department of Labor, private industry councils and local education agencies to coordinate the delivery of programs and services designed to

meet the needs of individual clients/students. A listing of all programs assisted under the Carl D. Perkins Vocational and Applied Education Act was made available to each private industry council by the State Board of Education.

Through an application process, the Office of School-To-Work Initiatives required any eligible recipient desiring financial assistance under the Carl D. Perkins Vocational and Applied Technology Education Act to describe the methods that will be used to coordinate vocational education services with relevant programs conducted under the federal Job Training Partnership Act (JTPA). The methods of coordination must include arrangements with private industry councils established under section 102(a) of JTPA. Coordination was sought in order to avoid duplication and expand the range of and accessibility to vocational education services.

For any eligible recipient seeking to establish new vocational courses or programs, the program and course approval process described in Chapter 6:43-8.2 of the New Jersey Administrative Code must be followed.

Eligible recipients are required to coordinate with the following appropriate JTPA service delivery areas: Atlantic, Cape May, Bergen, Burlington, Camden, Cumberland- Salem, Essex, Gloucester, Hudson, Jersey City, Mercer, Middlesex-Somerset-Hudson, Monmouth, Morris-Sussex-Warren, Newark, Ocean, Passaic and Union counties.

The following charts represent the FY93 program descriptions listed by SDA. The programs represent classroom training basic education skills, classroom training job search skills, classroom teaching occupational skills, exemplary youth programs, youth in-school programs and work experience. This information will be used in the planning process by the education and service delivery area staff in FY 1995. While this data has traditionally been collected, it has not been analyzed and used to determine future program training needs. This is just one example of the type of cooperative joint program planning that has begun.

	Atlantic Cape May	Bergen	Burlington	Camden	Cumberland Salem	Essex	Glouster	Hudson	Jersey City	Mercer	Middlesex Somerset Hunterdon	Monmouth	Morris Sussex	Newark	Ocean	Passaic	Union	TOTAL
Accounting*	12	40+	10	6	2	3+	2	1+		10+	6+	3	2	50	7	42+	16	212
Agriculture*		3		7		1		20		+		15	1					47
Aircraft Mechanic* technician			8		1												1	10
Animal Sciences*		1																1
Appliance Installer & Repair	1							15				30						46
Art											1				1			2
Assembler\Materials Handler			4	3	1			5		1	5		3			8	3	33
Automotive*	13	2+	5	6	6	6+		3+	1	1	+	75	4	7	1	10+	35	100
Banking*					6			15		+								21
Barber\Hairstylist								+		+	+				2	2+		4
Bartender		1				10				2								4
Basic Skills	1176	431	500	1031	120	487		143		55	409	905		16	111	410	2	5796
Bookkeeper*		2+		1		+		+		+			2				1	6
Business Skills*	87	46		46	5	51	1		10			15						261
Butcher*				1														1
Cable Installation*	5									69								5
Career Education Awareness	45			223									7				2	302
Carpenter Construction	2	1+		6		+		1+		11+	653+	5		60		+		739
Casino Worker	121				12							1						134
Chauffeur																	1	1
Child Care*		1	1	75	15				20	30			1				36	179
Communications					1							6	1	15	1			24
Computation Skills			4							20		35					15	74
Computer Skills & Technician*	22	103+	19	22	14	50+	3	158+	54	12+	91	195	10	242	24	64+	22	1106

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	Atlantic Cape May	Bergen	Burlington	Camden	Cumberland Salem	Essex	Glouster	Hudson	Jersey City	Mercer	Middlesex Somerset Hunterton	Monmouth	Morris Sussex	Newark	Ocean	Passac	Union	TOTAL
Consumer Education												500						500
Continuing Education			12												3			15
Cosmetology	28	12			3	1	1	4	10	4	1+	60			3	7	11	145
Court Reporter											1	1						2
Crafts		35																35
Criminal Justice*					2	+						1						3
Diesel Mechanic*	1	1	1					1		3		3	1	1				9
Dispatcher													4				3	7
Drafting		5		5	9	1				2		40	3	10		1		76
Drama/Theater Arts											5							5
Education*			1		3		200				100	15		25	2	28		374
Educational Assessment											1000							1000
Electrical*	15	10+	6		4	16+	2	6+		50	1	11	2		30	13+	2	168
Elevator Repair										1								1
Employment & Training for Substance Abusers														150				150
Engineering*		0		5	1													6
ESL	100							287		15	22			41	1	170	53	689
Family & Community Studies												500						500
Food Service/Chefs Baker*	5	12*	1	11	2	4+		3+		7+	1+	15	1	15	4		33	114
Furniture/ Cabinetmaker	1															1	1	3
GED														275				275
Graphics Arts Technician		12			5			2				10	2		1	2	4	38
Handicapped Training	4																	4

	Atlantic Cape May	Bergen	Burlington	Camden	Cumberland Salem	Essex	Glouster	Hudson	Jersey City	Mercer	Middlesex Somerset Hunterdon	Monmouth	Morris Sussex	Newark	Ocean	Passaic	Union	TOTAL
Heating & Environmental Control	1	2*	1		1	+		5+ +			2+	10			2	4+	11	39
Help Me Tobacco Project											71							71
Home Care Assistant	10							5						20		20		55
Hospitality Service*			1		1									40				42
Industrial Arts*	2	20			1			1	1		1	15						41
Information Systems		2				35					58		1			15	1	112
Insurance & Risk Management							1					10						11
Interior Design													1		1	1		3
Job Seeking Skills	100	387				30		453		514	655	1300		125	124	90	163	3941
Laundry Operator					2													2
Locksmith																		1
Machinist*		1*	1	1	4	+		1		+	1+	10	5		1	5+	1	31
Maintenance*	16	3*		101	2	+				1 +	68+	50	20	60		3	164	488
Mason & Tile Setter																	1	1
Management		0									1		2		2	2		8
Massage											4	7						11
Metal & Jewelry								1										1
Medical*	19	98*	31	76	50	26+		15+	42	109+	62+	436	12	107	39	467+	14	1603
Office Skills*	2	1*	3	51	1	+		1	50	41+	124+	185		225		3+	141	828
Painter*		0		1		+		2+		+								3
Personal Relations & Organization											69					1		70
Pilot Control Operator*		1						1										2
Plumber & Pipe Fitter*	1	1				+				1 +		10	1					14

	Atlantic Cape May	Bergen	Burlington	Camden	Cumberland Salem	Essex	Glouster	Hudson	Jersey City	Mercer	Middlesex Somerset Hunterton	Monmouth	Morris Sussex	Newark	Ocean	Passac	Union	TOTAL
Pre Employment Skills														225				225
Printing Equip. Operator		1			1										1			3
Public Relations & Organizations			1												1			2
Real Estate	1					+		+		+	+							1
Retail Skills*		3*	1	3		+		+		1+	3+	7	40			5	1	67
Sanitation & Waste Operation		1																1
Secretarial & Administrative assistant*	11	38*	16	14	23	36+	4	57	2	+	33+	50	2		3	130	1	420
Security Guard*	9		2	1	- 2	+		1=		2+	+							17
Self Awareness & Assessment			19									1000						1019
Shipping/Receiving*	2	0		2		+		+		+	+					+		4
Shop Tailor											2							2
Sign Erector											1							1
Social Work & Counseling*				7	3							10			1			21
Teacher Aide*														60				60
Travel & Leisure		1*	1			+				1						+		3
Trucking*	2	4*	5		2	+	2	5+	1	15+	2+	5			2	1+	2	48
Vehicle & Equipment Operator*			6			1		3			4		3					17
Welder					3					3	3				1	1+	4	15
Youth Maturity & Work Experience	489				27			2						108				626
TOTAL	2306	1283	661	1705	335	748	215	1218	191	912	3460	5471	98	1920	368	1507	771	23169

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F. Adult Education Act

Staff in the Department of Education work with the Department of Labor, SDAs and local education agencies to assure occupational and adult education program coordination. On the local level, adult vocational education courses and programs are designed to prepare the participants for employment or employment stability. These programs are coordinated with existing basic skills, adult education programs to meet the needs of the students and adults. Participants include pre-employed, under employed and unemployed individuals. Many such programs are being delivered in the workplace.

G. Title I of the Elementary and Secondary Education Act; Chapter/1, Education Consolidation and Improvement Act

The Office of School-To-Work Initiatives cooperates with the Bureau of Bilingual Education and Bureau of Basic Skills by establishing a liaison to coordinate vocational education programs, services and activities for all students who are identified as disadvantaged or needing instruction in English as a Second Language by either Chapter 1 criteria or that of P.L. 101-392. Appropriate meetings between the staff for both the development of the Chapter 1 Plan and the State Plan for Vocational Education were held to assure program coordination and prevent unnecessary duplication.

H. The Education of the Handicapped Act

The Office of School-to-Work Initiatives cooperates with the Office of Special Education Programs to coordinate the delivery of vocational education programs, services and activities for all students who are identified as disabled. Appropriate meetings between the staff for both the development of the P.L. 94-142 plan and the State Plan for Vocational Education were held to ensure program coordination and prevent unnecessary duplication. A standing committee was established to review and modify the New Jersey Administrative Code as it affects both special education and vocational education students. In addition, a cooperative effort was established between the two offices to review and recommend program proposals for expenditure of federal funds under P.L. 94-142 and P.L. 101-392 and to monitor vocational programs in approved private schools for the disabled.

I. The Rehabilitation Act of 1973 as amended 1992

The Vocational Rehabilitation Program (PL 93-112 as amended; PL 97-35) provided services to individuals with disabilities which result in a substantial impediment to employment. A broad range of medical training services are provided to assist in preparing for and acquiring employment. Funding is provided on 78.7%/21.3%,

services to individuals with severe disabilities who cannot be placed in open competitive employment.

The name of the designated State agency in New Jersey is the Department of Labor. All decisions affecting eligibility, the nature, scope and the provision of vocational rehabilitation services are made by the state agency through its designed State unit, the Division of Vocational Rehabilitation Services. On an as-needed basis, individual arrangements or agreements between local providers and the Department of Labor are made to provide vocational services and activities.

J. Apprenticeship Training Programs

In cooperation and consultation with the New Jersey State Employment and Training Commission, the New Jersey Department of Education recognizes the New Jersey Department of Labor as having the primary responsibility for linking the business sector with the education community. Included in this responsibility is the duty to set policy for work-based learning programs such as apprenticeship training. Under this policy, the New Jersey Departments of Labor and Education developed an agreement for the state administration and operation of the apprenticeship programs. Responsibilities of the two Departments with respect to apprenticeship were negotiated and set forth in a departmental agreement. As currently designed, the local education structure consists of, apprentice coordinators attached to county vocational/technical schools.

K. The Family Support Act (JOBS)

The Family Support Act of 1988 created a federal initiative to reform the Aid to Families with Dependent Children (AFDC) by providing employment, education, job training and supportive services to assist the head of the AFDC household to attain employment and become self-sufficient. In 1991 New Jersey enacted the Family Development Program (FDP) which expanded on the federal JOBS program. The thrust of the Family Development Program is to build and support the family unit to encourage family formation by removing the financial barriers that have discouraged marriage to reduce the multi-generational and long-term aspects of welfare dependency and to look to the needs of the family unit as a whole. The continued education of the parents and the children are seen as critical services for the family's success in breaking the welfare cycle.

In order to assure that programs provided under FDP are non-duplicative of programs funded under the Carl Perkins Act, several steps have been taken at the state level.

First, each county FDP Planning Council is mandated to have representation from the County Vocational School. This will ensure that in planning specific activities for the FDP participants the FDP Directors will have knowledge of and access to the Vocational School Programs.

Second, the Division of Family Development and the Office of School-to-Work Initiatives entered into a memorandum of agreement that they would jointly fund an initiative to provide combined vocational and educational service programs for FDP participants. This joint initiative was implemented in five sites in April of 1994. If successful, it is expected to be expanded to other areas of the state.

Third, the two operating units formed an inter-departmental work group to explore other ways in which to link educational activities and the Family Development Program. The work group has recommended that an expanded memorandum of agreement be developed that would specify:

- Specific educational and FDP funds that could be used to match each other for special programs targeted to FDP participants;

- Contracts between the State Department of Education and the local education agencies would include language giving priority of service to the economically and educationally disadvantaged populations, specifically FDP participants;

- Any responses to requests for proposals issued by the Office of School-to-Work Initiatives must address coordination with the county based Family Development Program; and

- Procedures that would insure a smooth flow of information regarding the number and types of services provided by the educational community for welfare recipients.

During the next year, staff from both operational units expect to implement these recommendations and continue to provide technical assistance to local education agencies and FDP programs to ensure that the intent of the State level agreement is carried out.

7.05 Vocational Data Collections to Meet Program Needs

The need for statewide leadership in the development of a vocational program training database was supported by the statewide needs assessment and state and federal legislation. This function was performed in conjunction with the State Council on Vocational Education and the Commission on Employment and Training.

Section 403 of the Carl D. Perkins Vocational and Applied Technology Education Act outlines the elements of data that will be collected by the Office of Education Research (OER). These data elements include such items as the effect of the Act on the administration of vocational education programs expenditures at Federal, State and local levels to address program improvements preparation and qualifications of teachers of

vocational and academic curricula academic and employment outcomes of vocational education graduates employer involvement in and satisfaction with vocational education programs and effect of Federal requirements regarding criteria for services to special populations.

Section 421 of the Carl D. Perkins Vocational and Applied Technology Education Act out-lines the elements of data that will be collected by the National Center for Education Statistics (NCES). These data elements include such items as gender, ethnicity, handicap, LEP, minorities, disadvantaged, single parents, homemakers and incarcerated juveniles or criminal offenders.

Section 423 of the Carl D. Perkins Vocational and Applied Technology Education Act out-lines the elements of an information base for Vocational Education Data System. Part (a) addresses students with handicaps and will require information on types of programs available, enrollments and the specific needs of the General Accounting Office (GAO).

N.J.A.C. 6:43-3.19 states that the Commissioner shall establish a comprehensive statewide data bank within the Office of School-to-Work Initiatives to include information collected from district boards of education and other deliverers of vocational education, employers, graduates and state agencies. The data included information on enrollments, program completers, job placements, employer satisfaction with job performance of vocational completers, salaries, promotions, employer and business or industry training needs and such other data as necessary to strengthen vocational education instruction and to improve pupil achievement.

The resulting data was used to report results throughout this report.

NARRATIVE ITEMS

7.1 Number of new programs.

Seven statewide projects were initiated in FY 1994. These projects results in 62 separate contracts.

7.2 Number of expanded programs.

Ten statewide projects were continued and or expanded in FY 1994. These projects resulted in 93 separate contracts.

7.3 Number of programs dropped.

Four statewide projects were concluded in FY 1994 and not recommended to continue in FY 1995. These projects when completed concluded 27 separate contracts.

7.4 Professional Development.

Personnel development activities have been identified as a part of Title II, Part A, of the Perkins Act that involves conducting state leadership programs and activities. The upgrading of vocational educators' knowledge and skills is a critical factor in maintaining and updating students' knowledge.

Personnel development activities were designed to bring about change, as well as to inform vocational and academic teachers working with vocational education students, including corrections educators and counselors; and educators and counselors in community-based organizations. These activities also included in-service and preservice training of teachers in state-of-the-art programs and techniques, and integration of vocational and academic curricula, with particular emphasis on in-service and preservice training of minority teachers. Each county FDP Planning Council is mandated to have representation from the County Vocational School. This will ensure that in planning specific activities for the FDP participants the FDP Directors will have knowledge of and access to the Vocational School Programs.

7.5 Curriculum Development.

A long range statewide curriculum development project is being conducted by project staff. It began with the identification of 100 occupations to be studied. The occupations chosen were those with the highest anticipated annual job openings. During FY 1994, the project continued the process of identifying and verifying competencies for those occupations.

7.5.1 Activities

According to the management plan in effect at the beginning of the fiscal year, the project activities include the following:

- Maintain a relationship with the Statewide Committee of Practitioners to allow for input by interested groups.
- Update the clustered list of occupations for which competency lists will be developed.
- Conduct research and produce a first draft of 20 competency lists per year
- Identify technical committee/educator panel members./Conduct technical committee/educator panel meetings.
- Identify mail survey participants./Conduct mail surveys.
- Incorporate the results of the surveys.
- Produce and disseminate final competency lists.
- Disseminate information about the project and its results on a regular basis.
- Develop competency resource guides for occupational clusters.

7.5.2 Accomplishments

A. Maintain a liaison committee

With the formation in 1992 of the Statewide Committee of Practitioners (SCOP), it was decided that the role of the liaison committee was redundant. The responsibility for providing input on project objectives and activities was transferred to the SCOP (see the appendix for the SCOP meeting minutes).

B. Update the clustered list of occupations

Project staff continued to gather data on labor market demand from the NJ Occupational Information Coordination Committee, employer associations and other sources. Occupations were added to the list as they were identified. Occupations have also been deleted as it became apparent that either the labor market demand had changed or that the level of complexity was such that competency list development was inappropriate. The list currently contains 101 occupational titles.

C. Conduct research and produce a first draft of competency lists

Consultants and staff identified and acquired existing task and competency lists and synthesized that information into draft lists. During 1994 first drafts of seven additional occupational competency lists were completed.

D. Identify technical committee/educator panel members./Conduct meetings

Project staff identified members for and conducted eight technical committees and nine educator panels during FY 1994. The major sources for committee members have been OSTWI program specialists, Department of Labor staff, the SCOP, employer associations and local teachers and administrators. Some members have also been identified through solicitations from the Commissioner of Education. Names of teachers for the educator panels were requested from OSTWI program specialists, vocational education associations, local administrators and local advisory committees.

E. Identify mail survey participants

Names of employers to receive the mail survey were gathered from computerized databases, employer associations, state regulatory agencies, NJOICC and local district administrators. Surveys were conducted for seven titles.

F. Incorporate the results of the mail surveys

Survey results were incorporated into nine lists.

G. Produce and disseminate final competency lists

Six lists were completed during FY 1994 for a total of 29 lists. An additional five lists have only to be edited and printed. Thirty lists are in progress.

H. Disseminate information about the project

Project staff have made a number of presentations to educational and employer groups on the organization and status of the project. The SCOP is a major vehicle for the dissemination of information to its constituent groups.

I. Develop competency resource guides for occupational clusters

During FY 1994 work continued on two competency resource guides. The guides for the secretarial/administrative support cluster and the nursing assistant cluster have been completed are currently undergoing field testing. They will be produced in final form in FY 1995.

7.5.3 Curriculum Development

Curriculum development activities have been identified as a part of Title II, Part A, Section 201, of the Perkins Act which involves the development, dissemination and field testing of curriculum. The constant updating of curriculum materials is vital if we are to prepare students for a future filled with rapid and dramatic change. These curriculum changes must be reflected in all vocational programs as identified in the Carl D. Perkins Act.

Although curriculum development in specific vocational areas may be recommended by the New Jersey State Department of Education, Office of School-to-Work Initiatives, it is the responsibility of the local school boards to select, develop and implement the curriculum(s) of their choosing. However, vocational education programs that lead to specific occupational areas will have to abide by the minimum proficiency requirements as formulated by the New Jersey Occupational Competencies Project.

Curriculum development projects are designed to prepare students for entry into occupational areas for which they have been trained. Curriculum should also integrate academic and vocational skills with the goal of meeting New Jersey's high school graduation requirements. In addition, curriculum should be developed to better prepare students for the constant changes that are taking place in our society, e.g. technological advances. Program specific curriculum are developed and implemented by the local educational agencies within the occupational disciplines.

7.5.4 Curriculum Dissemination (Northeast Curriculum Coordination Center)

The Northeast Curriculum Coordination Center (NECCC) is operated by the Office of School-to-Work Initiatives with funding from a contract with the Office of Adult and Vocational Education (OVAE), U.S. Department of Education. Federal leadership funds are also used to support the center. The center is one of six regional centers that make up the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE).

The NNCCVTE reduces duplication of curriculum development efforts in the northeast region by coordinating and improving access to information concerning available materials and curriculum activities. The NECCC, the management center for the network, works toward the accomplishment of its mission to improve the cost-effectiveness of vocational education through the following contractually required tasks:

- Participation as a member of the Directors' Council of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).

- Service as a resource center and facilitator to regional states in the coordination, development, adaptation, adoption, dissemination and use of curriculum materials and services.

- Conduct of two regional meetings per year to develop plans for curriculum management and dissemination.

- Provision of curriculum-related inservice training and technical assistance to vocational educators in the regional states.

- Establishment of a mechanism for coordinating regional Network activities with State Directors of Vocational Education.

- Maintenance of a lending library with a collection of vocational education curriculum materials for use by the states in the region.

- Implementation of a system for regular communication of regional and special interest information to network states.

- Participation in the implementation and operation of the Vocational Education Curriculum Materials (VECM) database.

- Participation in VocServe.

- Preparation of an annual impact report of the NECCC's activities.

- Establishment of a performance measurement system that supports the project management functions.

A. NNCCVTE Directors' Council

The NECCC director worked with the other five center directors to plan for inter-center coordination and to provide leadership to assure cohesiveness for overall network functions. Examples of activities include developing policies for center services, developing network priorities, providing training to center staff, managing VECM database and revising the impact data reporting procedures.

The council undertook activities to promote the adoption and adaptation of curriculum materials. These activities include the acquisition and dissemination of new curriculum and instructional materials, technical assistance in the use of curricula and the maintenance of the curriculum priorities information database.

Center staff maintain liaison with OVAE's national program specialists and the following information sharing systems: the National Center for Research in

Vocational Education; National Association for Vocational Education Program Improvement (NAVEP); Vocational Instructional Materials Section (VIM) of the American Vocational Association; the Vocational- Technical Education Consortium of States (V-TECS) and other curriculum consortia; associations serving special needs populations; equity organizations; and National Association of State Directors of Vocational- Technical Education Consortium (NASDVTEC).

B. Resource Center

The center staff maintains a library of vocational curriculum and instructional materials. The staff keeps the State Liaison Representatives (SLRs) informed of the current USDE priorities and asks them to identify and submit, if possible, materials related to the priorities for inclusion in the library. The staff also develops targeted bibliographies (including bibliographies that focus on the USDE priorities) and distributes these to the SLRs, clients and information-sharing organizations.

C. Resource Meetings

A minimum of two meetings were conducted during each contract year. One of these meetings has conducted during the NNCCVTE's annual concurrent meeting. Regional meetings focus on inservice training for the SLRs; sharing the curriculum priorities of the region; plans, needs and resources of the individual states; and planning the activities of the center. Topics identified by the region's state directors and SLRs were targeted for inservice training sessions. The center encourages the participation of postsecondary vocational educators, JTPA service providers, community-based organizations and other vocational education groups in the activities of the network. The USDE priorities were included as a major portion of regional meeting agendas and concurrent sessions.

A northeast region SLR attended and participated in the annual SLR Concurrent Planning Committee.

D. Curriculum-Related Inservice Training and Technical Assistance

The staff maintains current awareness of developments in vocational curriculum management through the following activities: reviewing and filing all NNCCVTE correspondence, reports and publications; reviewing relevant research findings; and attending professional development activities.

The NECCC's Human Resource Database is designed to help clients contact experts in various aspects of vocational-technical curriculum development, dissemination, implementation and management. The center staff continued to update and expand the database and produced and disseminated materials to promote access by clients.

Inservice training was available through the SLRs to each state and outlying area in the region on a cost-recovery basis. The center director contacted each state director for suggestions on the topics to be offered.

E. Coordination with State Directors of Vocational Educational

Packets, including the monthly Center Update, meeting minutes and other information, were sent to the SLRs and the state directors to keep them aware of the services and activities of the network.

The center director, at the beginning of the contract year, contacted the state directors and request reappointment of their SLRs. The center director contacted the state directors at least once during each quarter to provide information and receive feedback on center activities and priorities.

F. Lending Library

The center staff maintains a lending library of vocational curriculum and instructional materials. The library includes over 23,100 curriculum guides and instructional and other related materials. The collection also includes over 700 audiovisual titles, the ERIC microfiche collection, task lists, an equity collection and Federal Aviation Administration (FAA) resources. Identifying and acquiring new materials and responding to client requests are the major activities under this task.

G. System of Communication

This activity promoted the awareness and use of the network as a resource for vocational educators at all levels (secondary and postsecondary). The staff produced a monthly Center Update that included abstracts of documents added to the library and brief announcements of network and state events, activities and programs. The Update was sent to the SLRs, the other five regional centers and the USED. The center staff maintains regular communication with the SLRs by phone to share information on center activities, national priorities and state activities and service needs. The center staff also provided exhibit materials for and made presentations to conferences and meetings to increase awareness of the center and its services.

H. VECM Database

The NECCC manages the NNCCVTE's Vocational Education Curriculum Materials database. The center staff entered document abstracts into the database, conducted the annual database update and provided periodic disk copies of the database to the other regional centers.

I. VocServe

The center staff uses this electronic mail system for inter-center communication. VocServe is used to contact northeast SLRs as they join the system.

J. Annual Impact Report

The center staff collects information from the SLRs and prepares a year-end report of the impact of center services. The report included information on adoptions and adaptations of curriculum in the regional states, the usefulness of meetings and services and client evaluations.

K. Performance Measurement System

The center's performance measurement is based on the evaluation of services by clients. Clients is used an assessment instrument to provide information on savings in time and money resulting from NECCC services and to comment on the efficiency of the services received. The center staff produced the following documents to report contract status.

Quarterly Report: This report form includes information on progress on specific tasks and the number of staff days spent on each. It also summarizes the major activities and accomplishments during the reporting period.

Monthly Expenditure Report: These reports include expenditures categorized by individual and task.

Impact Report: This annual report summarizes the impact data for the region.

Final Technical Report: This report describes the activities and accomplishments of the project during the three-year contract period.

7.6 Equipment.

A supplemental equipment noncompetitive grant award process was conducted during FY 1994. The funds were state vocational eudcation monies that were unused in the original noncompetitve grant process. The new incentive formula was based on the spending efficiency of each eligible recipient as determined by the percent of the funds spent in FY 1993 verses the amount of money originally awarded. All recipients with an efficiency rating of 93% or greater were awarded a supplemental grant. The average grant was $19,000. The funds were used for the sole purpose of obtaining and/or upgrading equipment in occupational programs.

In addition state administration and leadership funds were used to upgrade the computer capacity of the central state vocational education offices.

Staff of the Department of Education made on-site visits periodically throughout FY1994 to observe the use of the equipment, to verify the inventory records of eligible recipients and to offer technical assistance as necessary.

7.7 Research

New Jersey is a diverse state experiencing the challenging effects of changing technology, youth unemployment and other socio-economic conditions that affect education for employment. The State Department of Education has developed a vocational education program planning model based on research that allows local and state users and practitioners to participate in the development of the State Plan for Vocational Education. To ensure that students will have access to programs that reflect and respond to labor conditions, the Office of School-to-Work Initiatives has been identified as a major participant in the workforce preparation system. Occupational education at the secondary and postsecondary levels is reviewed as the major part in the system. The Departments of Education and Higher Education provide unique services in this workforce preparation system. The state's postsecondary systems are the primary sources of educational training for our future workforce.

Continued educational improvement and the coordination of programs among all providers of vocational education requires a comprehensive planning system. The delivery system for vocational education in New Jersey is managed at both state and local levels. On each level, there are institutions and agencies that have input into the development of programs and services that produce the skilled labor force utilized by business and industry. At the local level, occupationally specific advisory committees must be in place to provide appropriate programmatic recommendations in the areas of occupational competency requirements, equipment and partnerships. At each level based on current research, policies are made, recommendations are given and programs are conducted. The state level primarily sets state policy and the local level implements programs.

Research conducted in cooperation with the State Employment and Training Commission, the State Council on Vocational Education (SCOVE) and the Statewide Committee of Practitioners was used to develop the State Plan for Vocational Education FY 1995-FY 1996. Constituted by the Director of the Office of School-to-Work Initiatives of the Department of Education, the Statewide Committee of Practitioners is composed of representatives of local education agencies, institutions of higher education, local school boards, school administrators, vocational education teachers, students and parents as outlined in Section 512(a) of the Carl D. Perkins Vocational and Technology Education Act of 1990.

On March 18, 1992, the Unified State Plan for New Jersey's Workforce Readiness System was presented to the Governor by the State Employment and Training Commission. This plan contained recommendations for making fundamental changes in the way the state prepares our citizens for work. The level of collaboration among state government and local entities, educators, labor and business necessary to achieve the goal of that plan has been unprecedented in the history of New Jersey.

The Development of the State Plan for Vocational Education FY 1995-96 has been guided by the process used to develop and implement the Unified State Plan for Workforce Readiness (USPSWR) and coordinated by the State Employment and Training Commission. A key component of this process is research. The State Plan for Vocational Education FY 1995-96 linked educational research and resources to the workforce readiness system to deliver state educational and training services to students and businesses. The Commission worked with all levels of the public and private sectors as well as the general public through public hearings to produce the Unified State Plan and a series of research oriented Task Force Reports and Recommendations on Gender Equity, At-Risk Youth and the Disabled. The Task Forces' findings and recommendations served as a critical component of the statewide needs assessment and the foundation for the State Plan for Vocational Education, FY 1995-96. The Commissioner of Education also conducted task forces on School to Work Transitions and Vocational Teacher Supply issues. In the winter of 1993-1994, the Eagleton Institute conducted a needs assessment through research sponsored by the State Council on Vocational Education in conjunction with the State Board of Education.

The main objective of this research was to conduct an assessment of the quality of vocational education programs in New Jersey. To meet this objective, students who had experienced vocational education programs, their parents/guardians and employers who had participated in vocational cooperative education programs were asked their opinions about their vocational education experience.

There were three forms of the questionnaires the--one each for students, parents and employers. The initial questionnaire was developed by SCOVE in consultation with the State Board of Education. The topics covered in the questionnaire were designed to provide information to assess the following aspects of vocation education programs:

- the integration of academic and vocational education;
- the courses leading to academic and occupational competencies;
- student work skill attainment and job placement;
- the link between secondary and postsecondary educational institutions;
- instruction and experience in preparing students in all aspects of the industry for which the student is preparing to enter; and
- the ability to meet the needs of students with special needs.

The questionnaire was pretested with all three of the groups targeted for the survey. Following the pretest the questionnaire was modified as necessary. The final questionnaire was approved by SCOVE and the research team. A copy is included as the appendix.

All of those sampled for the survey received a packet with the following: a cover letter describing the study; a questionnaire; a postage-paid return envelope and a return post card. The post card was returned at the same time as the questionnaire to maintain the confidentiality of the study participant while providing a way to track those who have/have not returned the questionnaire. Each employer was mailed a self-addressed questionnaire to their place of business. Students and parents received questionnaires through the schools of attendance. All of the questionnaires returned were edited and coded to prepare them for entry into a data file. After the data entry was completed, tabulations of the data were provided using SPSS (Statistical Package for the Social Sciences).

At the conclusion of the Task Forces studies and the Eagleton Institute assessment an analysis of all the findings was conducted. Each recommendation of a Task Force Report and the major findings of the Eagleton Assessment were categorized into four basic areas. These areas were translated in four goal statements and supported with activity and strategy statements designed to achieve the goals. As a measure of insurance each recommendation was cross referenced to a goal, objective or activity in the plan.

Based on the results of research activities the local application funding guidelines were revised to require each local plan to reference programs and services proposed with a specific state goal and objective. The local needs assessments are driven by the state goals and objectives and based on research conducted by the local districts. Thus resulting district goals and objectives directly reflect identified statewide needs.

7.8 Exemplary program(s) with criteria the State used in selection.

An example of the use of the Program Performance Measures and Standards model as criteria for identifying exemplary programs within the occupational areas in cosmetology. The program performance information and examiniation results for New Jersey public school cosmetology and hairstyling students were used to evaluate each separate program offering. The data compiled was taken from the results of a special examination administered to cosmetology/hairstyling and manicuring students who were tested on May 18, May 23, and June 1, 1994.

The examinations results revealed that significant improvements have been made by students in attaining the required Program Performance Measures and Standards for Occupational and Technical Programs. The first special testing series for cosmetology and hairstyling students was held in 1992. During that testing period, only 32 percent of our public schools attained the required 70 percent student passing rate. In 1993, the number of schools attaining the 70 percent passing rate rose to 35 percent, and in 1994 the passing rate rose to 52 percent. In addition, the number of cosmetology/hairstyling students that successfully completed, the entire examination for licensure rose from 63 percent passing rate in 1992 and 1993 respectively, to a 69 percent passing rate in 1994. The number of manicuring students who successfully completed the entire examination for licensure also increased by a significant number. The results of the 1992 and 1993 special testing series for manicuring students

revealed that 92 percent of the students successfully completed the entire examination for licensure. In 1994, the student success rate rose to 97 percent.

The overall impact of the special testing series has been positive. The examination results clearly demonstrate that desirable changes have taken place and the students' levels of occupational proficiency have increased. The remedial plans adopted by schools have played a signaficant role in achieving better examination results. However, most of the schools on the extreme low end of the test scale, mainly those achieving a zero passing rate, have demonstrated no progress at all. Although many variables may play an important part in this unacceptable failure rate, the issue of these programs continuing to operate is being considered.

A second exemplary program was the Two Plus Two Tech Prep Program for Allied Health.Three model programs were developed and implemented in the Allied Health fields. The Allied Health program models included a career ladder approach to all allied health fields. These ladders enabled the 538 participating students the opportunity to advance to higher level training programs to acquire the skills and credentials to enter into immediate employment. The career ladders linked secondary education programs with all levels of postsecondary education. These model programs enable students to exit at various educational levels and return to continue their education with no loss of earned credits. The students were provided options to enter specific job opportunities at the conclusion of high school, as well as after the attainment of an associate, bachelor, masters or doctoral degree.

8.0
COMMUNITY BASED ORGANIZATIONS
TITLE III - PART A, SECTION 301 & 302

8.0 COMMUNITY BASED ORGANIZATIONS

Community-Based Organizations are defined as private, non-profit organizations, representing communities or significant segments of communities, that have demonstrated effectiveness in providing job training services. Each community-based organization which seeks to receive funding shall prepare jointly, with the local education agency, an application which contains an agreement between the community-based organization and the local education agency in the area to be served. Under this RFP, the community-based organization must give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16-21.

The unfolding economic changes taking place and the changing nature of our workforce will require a concentrated effort by the total community to provide career opportunities for all segments of the population. It is only through a partnership between the public schools, business/industry and the community that we will meet the employment needs of the nation.

The goal of this program is to develop and implement vocational education and/or school-to-work opportunity services and activities leading to occupational placement of clients by community-based organizations in cooperation with local education agencies. The populations to be served by this program will be disadvantaged youth, handicapped individuals and adults. Special consideration must be given to the needs of severely economically and educationally disadvantaged youth ages 16-21.

NARRATIVE ITEMS

8.1 Number of male and female students served by CBO's.

There were 697 individuals ages 16-adult served by three Community Based Organizations funded projects.

8.2 Number of CBO's participating with eligible recipients designated by rural and urban areas.

See the information in 8.1.

8.3 Programs services and activities of CBO's in cooperation with other programs, non-traditional.

The Partnership to Enable At-Risk Teens Links Bergen Tech with two CBOs. The CBOs involved include the Bergen County Urban League and Community Action Program. This collaboration delivered counseling, education, vocational training and support services to 300 at-risk youth, teen parents and dropouts (Bergen and Passaic) and to 50 homeless individuals at the Community Action Program shelters. A second goal was a publication linking vocational education to transitioning youth into self-sufficiency.

PEAT reaches out to the most at-risk populations: the highest areas of poverty and minority population in Bergen County. PEAT is enhanced by recruiting/delivering resources to at-risk youth at three sites administered by the Passaic County Housing Authority.

Career education is integral to PEAT and includes career counseling, career exploration and career education programs to guide at-risk youth in developing career goals. Academic remediation, ESL classes, and GED preparation are provided for those youth not able to remain in regular high school.

The provision of vocational training in high tech careers is a major objective for PEAT. The career education and the job placement goals of PEAT are enriched by a job development component which incorporates a workplace literacy consortium of 10 businesses and industries in both Bergen and Passaic. PEAT provides job shadowing, internships, and career education. To assure participation of PEAT populations, substantial support services such as child care are provided. Bergen Tech's day care center offers infant care which is critical for teen parents.

Evaluation instruments document the provision of PEAT's services and resources to 400 at-risk youth and homeless adults/families provision of substantial counseling education, life skills, survival skills and vocational training to 350 in both Bergen and Passaic counties; the attainment of educational proficiencies and/or GEDs or high school retention maintenance by 60% of the PEAT at-risk youth and teen parents; the accessing of 75 at-risk, teen parents, and homeless adults into vocational training; the delivery of career education and job development

activities to a minimum of 75% of PEAT's projected 350 clientele; and the placement of 30 PEAT clients into unsubsidized employment.

The core of the project was a 32-week afternoon program that enrolled high school students and drop-outs into a structured format that combined academic and affective activities designed to increase the students' knowledge of and interest in careers and vocational programs, particularly in science and technology while also enhancing the students' perception of their ability to pursue careers in science and technology. A career development specialist headquartered at New Brunswick High School strengthened the program. This also extended career exploration services to additional participants, helped to recruit participants for the structured afternoon program and provided a vital link between the college and the high school.

This program heightened the awareness of disadvantaged youth of potential careers, particularly in science and computer technology and developed an enthusiasm among students to pursue postsecondary vocational education. Upon completion of the PACE Program, 97% of the participants felt that their participation in the program prepared them to further their education and/or employment. Eighty eight percent of the participants felt more confident about themselves and their ability to be more successful in school while it challenged them to improve their academic and employment skills. Furthermore, 83% of the participants realized that their attitudes were crucial to academic and career success. Participants from the PACE program were accepted into the Alliance for Successful Teen Employment Program (A-STEP), which provided job placements for the summer.

The PACE Program increased disadvantaged urban youth's interest in and knowledge of mathematics, science and computers. Students participated in field trips to the Remote Sensing Center, the Institute of Marine & Coastal Sciences, the Raritan River Educational Consortium and the Rutgers Gardens.

The program served significantly more students than projected (250 vs.160). An important success of the program was the manner and levels to which students raised their expectations and performance. Students were encouraged to touch, feel, think and to explore areas they may have considered foreign. Perhaps more important than any other program accomplishment was the students' belief in themselves as students and in their dreams to be successful in school and in a career. The success of the PACE program can also be attributed to the support of community agencies, mentors and local businesses. Their role in referring students and in assisting students to realize their potential was essential for student growth.

The First Occupational Center of New Jersey, a vocational rehabilitation facility, and the Paterson Public Schools jointly sponsor the Vocational Education Services Program. This program assists fifty special education seniors from the Paterson School District, together with former students who are unemployed or who have dropped out of school, who are educationally and economically disadvantaged. The goal of the program is to determine their appropriate vocational direction and assist them in their transition from school to the workplace.

Special needs students, are often ill prepared to move from the classroom to the workplace. This is compounded if they have dropped out of school and have limited English proficiency. Their needs include vocational evaluation to help them identify their interests and aptitudes, real work experience in order to develop those attitudinal and motivational skills necessary for the workplace and job development and job placement services to assist them in locating jobs that are geared to their particular interests and aptitudes.

The goals of the Vocational Education Services Program are to have the students identify their vocational interests and aptitudes, to have the students increase their motivational and attitudinal skills toward the world of work and to provide job placement to up to 40 of the students served in the program.

The program has provided vocational evaluations, real work experience and job development and job placement for 50 special needs students through six individual six-week training courses that were held at the First Occupational Center's facilities. At the end of this program all fifty students were better prepared to enter the workforce and actually placed on jobs.

Middlesex County College, the New Brunswick Board of Education, the YWCA of Raritan Valley, the Abundant Life Family Worship Center, and the University of Medicine and Dentistry Community Mental Health Center Youth Corps formed a public/private coalition to provide pre-vocational education services to disadvantaged youth. The Personal Awareness Career Exploration (PACE) program provided 250 disadvantaged youth, ages 16 through 21, with a structured extracurricular program of career exploration, supplementary mathematics, science and computer instruction and attitudinal and motivational activities and workshops. The project was conducted at the Middlesex County College, New Brunswick Center and at New Brunswick High School.

8.4 Exemplary program(s) with the criteria the State used in selection.

See the information in 8.3.

9.0
CONSUMER AND HOMEMAKING EDUCATION
TITLE III - PART B, SECTION 311 - 313

9.0 CONSUMER AND HOMEMAKING EDUCATION

Consumer and Homemaking Education programs were designed to implement comprehensive career development and transition to the world of work skills in the focus areas of consumer and homemaking skills, skills for balancing work and family and consumer education skills for the K-12 and adult populations. Program components include:

- increasing family stability and unity;
- development of a world class work force;
- promoting economic development and recovery;
- strengthening the family;
- integration of academic and home economics life management skills;
- worker productivity through balancing home, family and work responsibilities;
- enhance employability skills that enable individuals to obtain employment in occupations found in fast growing industries;
- serving special needs populations including handicapped, new immigrants and under-represented populations;
- encouraging the elimination of sex bias, sexual harassment and sex stereotyping;
- addressing societal concerns of nutrition and health, teenage pregnancy, retraining adults, providing services to the homeless, geriatric adults and populations experiencing family violence;
- addressing America 2000's goal to get children ready for school;
- developing and implementing curricula strategies for elementary students which promote skills for functioning family units;
- implementing Graduation, Reality, and Dual Role Skills (GRADS) courses;
- motivating students to attend school which promotes readiness for work and lifelong learning; and
- helping students make the transition from school to work.

Programs were designed to ensure improvement of instruction and curriculum and support services through curriculum development, research, program evaluation, development of instructional materials, teacher education, upgrading of equipment, teacher supervision and state administration and leadership as it relates to the occupation of homemaker.

Opportunities for professional development activities were offered to consumer and homemaking teachers, supervisors, youth organization advisors and administrators including inservice and preservice training. Opportunities included the following areas:

Health & Safety;
Technology upgrade (update);
Working with special populations and multicultural education;
Transitions from school to work;
Equity and Access;
Working in/with the community;
Violence education; and
Content specific update.

Individuals enrolled in vocational education programs were provided the opportunity to participate in organizational activities as an integral part of the consumer and homemaking program. These opportunities include:

State coordination;
Leadership development;
Personal development;
Skill development and achievement;
Community service; and
Business industries relationships.

NARRATIVE ITEMS

9.1 Number of students served.

Benefits derived under program development, program administration, curriculum and other ancillary services included:

- Eighteen grants funded to individual districts, serving a total of 2795 students were awarded.
- Three grant proposals aided middle/junior high students, six grants helped high school students and five grant programs were aimed at pregnant teens.
- Three programs focused on adult populations.
- Three programs funded focused on disabled students at various grade levels.
- Thirty-six percent of the total population served was male.
- Fifty-eight percent of the population was of an ethnic background other than white.

The data submitted by the districts receiving grant awards revealed that most grant recipients applied money to comprehensive curricula. Because three grants were awarded to middle/junior high school programs, the 34% representing comprehensive programs was predictable in consumer and homemaking, the other content areas where students were served, in descending order were food and nutrition, family/individual health, parenthood education, textiles and clothing, consumer education, child development and home/resource management. See graphic number 1 for breakdown.

When students served were broken down by overall ethnic group classifications, 42% were white, 32% were Black, 24% were Hispanic and two percent were Asian/Pacific American background. Less than one percent of the population was Native American or American Indian. See graphics 1 through 9 and corresponding pie charts for ethnic divisions by program area, ethnicity and gender.

Grant recipients also reported numbers of students in nontraditional and special populations groups. Overall, 36% of the students were males. Limited English Proficient students constituted three percent of the population reported. Fifty percent of the students were categorized as economically disadvantaged, nine percent were disabled, 28% were academically disadvantaged and eight percent were teenage parents in programs designed to meet their needs.

A separate continuation grant was awarded to Montclair State University that provided inservice training to high school home economics teachers on Potentials and Possibilities, the high school competency-based curriculum. Teachers from 152 high schools representing 122 school districts attended the workshops for dissemination of information on competency-based

terminology and the challenge model utilized in the guide. For teachers attending the workshops, 13.9% of those attending were from rural locations, 63.9% were from suburban settings and 22.2% were from urban districts.

9.2 Achievements in programs and support services depressed areas.

Tables 1 and 2 summarize information on achievements in programs and support services for depressed areas and non-depressed areas. Analysis of the information indicates that regardless of economic status, districts spent most of the money on program development, improvement of instruction and curriculum. The difference indicated by the data is that economically disadvantaged districts spent more money on upgrading equipment versus support services. Nondepressed districts spent more on support services than on upgrading equipment.

Although grant recipients are not asked the exact amounts of money expended in other funding areas, program goals indicated that five districts provided community outreach. Thirteen districts incorporated applied academics as part of the improvement of instruction and curriculum. The continuation grant to Montclair State University provided teacher inservice around the state. Twelve districts included elimination of sex bias and sex stereotyping as part of improvement of instruction and curriculum. Twelve districts addressed priorities or emerging concerns in the State. Three districts were exemplary in their achievement of stated goals and objectives. Descriptions of those programs are listed under 9.6.

CONSUMER AND HOMEMAKING EDUCATION PROGRAMS
DIVISION BY ECONOMIC LEVEL OF ELIGIBLE RECEPIENTS

PERMISSIBLE USE	TOTAL ECON. DISADV.	TOTAL NON ECON. DISADV.	MONTCLAIR STATE	TOTAL	% USED
Program Develop. & Improvement Instr. & Curriculum	8.58529	181358.53		266657.03	0.45
Upgrading Equipment	62172	7652.18		138424.18	0.24
Support Services	35713.25	355931.75	47028	181062.29	0.31
TOTAL	183183.75	355931.75	47028	586143.5	100

TABLE 1

CONSUMER AND HOMEMAKING EDUCATION PROGRAMS DIVISION BY ECONOMIC LEVEL OF ELIGIBLE RECEPIENTS

PROGRAMS	ECON. DISADV. NO. OF DISTRICTS	NONECON. DISADV. NO. OF DISTRICTS	MONTCLAIR STATE	TOTAL
Exemplary Projects	1	2	YES	4
Community Outreach	1	4		5
Applied Academics	3	9	YES	13
Teacher Education	0	0	YES	1
Teacher Supervision	0	0		0
Economically Depressed Areas	7	1	YES	9
Traditionally underserved Population	5	6	YES	12
Elementary Sex Bias and Sex Sterotyping	5	6	YES	12
Address Priotities of Emerging Concerns	5	6	YES	12
TOTAL	27	34		

TABLE 2

9.3 Achievements in programs and support services in nondepressed areas.

Nondepressed areas data is reported in section 9.2.

9.4 Achievements in State leadership and state administration, including coordination with sex equity coordinator.

Within the Office of School-To-Work Initiatives is housed an Education Program Development Specialist with expertise in the field of Home Economics. This individual performed the following functions.

- Administered the state's K-12 and adult consumer and homemaking education program;
- Researched, reviewed and established home economics program area priorities and educational plan;

- Provided statewide technical assistance and information updates to local education agencies to expand, improve and update consumer and homemaking programs;
- Developed and provided input for funding policies and procedures including the development of "Requests for Proposals" for consumer and homemaking courses/ programs/projects;
- Collected, analyzed and reported data related to consumer and homemaking programs for the purposes of planning, compliance and assessing trends;
- Conducted program evaluation and monitoring visits; and
- Designed, developed and implemented special projects which addressed the mandates of state and federal legislation which referenced Home Economics.

9.5 Benefits derived under program development, program improvement, curriculum and other ancillary services.

Benefits derived under the program development, program improvement, curriculum and other auxiliary services are described in Section 9.1.

9.6 Exemplary program(s) with criteria the State used in selection.

9.6.1 Bayonne Public School District - Teen Parent

The purpose of the program was to improve and expand the present home economics department by providing a program that would enable pregnant and parenting adolescents the opportunity to effectively carry out their combined roles of student and parent. A total of 43 students were served of which 12% were male. Sixty-three percent of the students were from ethnic backgrounds other than white.

Students received career information as a part of the class and all were asked to complete an Individual Life Planning Profile at the beginning of the course and again upon completion to the increase in their knowledge of career opportunities, training programs and educational opportunities available to them. A total of 27 students attended the sessions on careers. One hundred percent of the students participating completed the Individual Life Planning Profile. Of the students enrolled in the In-Step Parenting course, 88% showed improvement in knowledge and skills needed to care for themselves and their babies based on pre-and postest results. Sixty-eight percent of the students showed improvement in attendance.

Forty-three students were referred for services. Of those, 33 accessed at least one or more service. Of the ten who did not access services, seven had left school and could

not be reached for information. A teen father group was organized. The group discussed paternity rights, use of birth control after the birth of their baby, job information, relationships with the baby's mother and her family, the importance of staying involved with their children and the basics of child care. They often discussed their relationships with their fathers. Since the meetings were held either before or after school or during lunch periods, the men had to make a real effort to attend. Even some of those who had dropped out of school attended the meetings. They were welcomed in an effort to interest them in returning to school, to a night school program or a G.E.D. preparation class.

9.6.2 Woodbridge Township School District - Parenting Workshop

The goals of this project were to develop and implement a four-session Parenting Workshop for parents of preschool and elementary school children which would teach them about the responsibilities and challenges of parenthood. Objectives included:

- Explaining what parenting means and helping participants acquire skills for effective child rearing;
- Identifying situations in which families may need help and listing community agencies that are sources of help;
- Gaining basic information about child development, human interactions and the effect of the larger society on the conditions of parenting;
- Applying principles of growth and development in directing and guiding activities of young children.
- Planning a program of learning experiences that offers young children appropriate cognitive stimulation and opportunity for physical, emotional, social and intellectual development.
- Recognizing positive interactions with children as a rewarding and challenging role.

A total of 89 adults/parents participated in the parenting workshops.

Participant evaluations included the following comments regarding benefits and postivie aspects of the sessions:

- The workshop's positive emphasis on praise and communication (talking instead of yelling);
- Parents (and facilitators) felt much calmer around their children and had increased confidence as parents;

- Participants felt they were better listeners;
- The sharing of common concerns (including stress, guilt and the working parent and the changing role of fathers);
- Support and suggested extending sessions to parents of children in all grades (most schools limited initial enrollment to parents of student in grades 1 and 2) to increase enrollment and enable greater discussion; and
- Support and suggestions for ways of dealing with everyday matters; and suggestions were made to offer sessions earlier in the school year.

9.6.3 Pitman High School - High School

Three overall goals were implemented in this district. The goals included:

Goal 1.0

The home economics curriculum was expanded to meet the needs of the students by incorporating activities in the areas of interpersonal relationships between elementary-aged children and high school students, peers, partners, parents-children and high school students, peers, partners, parents-children, high school students and the elderly, parenting skills, family violence, and relationships between teens and community.

Goal 2.0

The home economics curriculum was expanded to meet the needs of the students in the areas of wellness and sports nutrition including proper nutrition, special needs nutrition, dieting disorders, food science and professional and gourmet cooking.

Goal 3.0

The students wereprovided with and taught how to use technological equipment which included but was not be limited to: computers, food processors, equipment in professional gourmet cooking, sergers, knitting machines, computerized sewing machines, rotary cutters and cutting mats.

A total of 86 students participated at the school. Of that number, 44% were male.

10.0
TECH-PREP
TITLE III - PART E, SECTION 341 - 347

10.0 TECH-PREP

The intent of New Jersey's tech prep program is to implement and expand a range of sequenced competency-based courses that provide secondary level students with an improved opportunity for a seamless transition from school to postsecondary technical education or to work. The state's Tech prep programs combine a common core of applied academic courses and technical courses at the high school level for continued postsecondary education or training.

The basis for the state's program coincides with policy directions articulated in New Jersey's Unified State Plan for New Jersey's Workforce Readiness System (March 1992). This plan recommends close linkage of educational systems to the demands of the state's evolving labor market. The key factors identified as the underlying base in the Tech prep initiative include the reform steps called for in America's Choice (National Center of Education and the Economy, 1991) and Learning A Living: SCANS Report (U.S. Department of Labor, 1990).

NARRATIVE ITEMS

10.1 Number of students (secondary and postsecondary) served by Tech Prep as a linkage program.

During FY94, there were 20 grants awarded to Tech Prep consortia throughout New Jersey. Of these 20, 11 were awarded to consortia having community colleges as the lead institution/fiscal agent, and 9 were awarded to consortia having secondary schools or county vocational schools as the lead institution/fiscal agent. During FY94, 7,059 students were served by these grantees.

10.2 Discuss the impact of services provided by the state indicating if the services were rural, urban, or both

The state provided varied services to its 5 urban, 9 suburban, and 6 rural grantees. The state conducted a Request for Proposals workshop in February for potential applicants. The workshop consisted of a thorough review of the RFP, plus ample time for participants to ask about the Act, the regulations, and the state's application guidelines.

During the project year, the Tech Prep Coordinators of funded projects met nearly every month to discuss topics of mutual interest. The State Tech Prep Coordinator was a regular attendee at these meetings, during which times she provided technical assistance to grantees.

Finally, in compliance with federal and state regulations, the State Tech Prep Coordinator conducted an on-site evaluation of all grants of $100,000 or more. The purpose of the site visit was to provide technical assistance and to monitor the:

- Implementation of approved project activities and timelines
- Achievement of specified goals and objectives; and
- Expenditure of funds

10.3 Describe the planning of Tech Prep programs between secondary and postsecondary institutions by occupational instructional areas, including apprenticeship.

A fairly common pattern emerged during the state's site visits and during its review of interim and final reports from the 20 FY94 grantees. Planning between secondary and postsecondary institutions generally occurred through a planning team or committee consisting of representatives from both sectors. As needed, the planning committee established subcommittees or ad hoc committees to address specific goals (e.g., recruitment, applied academics)

Content areas planned, developed, and revised by the consortia included but not limited to:

- Agriculture (e.g., greenhouse management, ornamental horticulture)
- Business/Marketing (e.g., accounting, office systems technology, business management)
- Health Occupations (e.g., medical laboratory technology, medical secretary, radiologic technology, biological lab technology, physical therapy)
- Technology (e.g., computer information systems, chemical technician, mechanical engineering technology, electronic engineering technology, laser/fiber optics technology)
- Trade & Industrial (e.g., construction code enforcement, automotive technology, diesel mechanics technology, machinist)

For apprenticeships, Salem Community College's Tech Prep project was particularly active. All schools in the college's consortium collaborated on a Youth Apprenticeship programs during FY94, which emphasized chemistry. The project focused on developing students' abilities through an intensive applied chemistry course and on giving students work experience at E. I. Dupont de Nemour's Chambers Works, one of Dupont's largest plants and located one mile from the college.

10.4 Document the benefits of Tech Prep programs and services in meeting the needs of special populations, including nontraditional/sex equity

All FY94 grantees actively provided for the needs of special populations students in Tech Prep. Most grantees developed recruitment and informational brochures highlighting students of different racial/ethnic backgrounds and female students working in historically male fields.

Raritan Valley Community College established a Special Needs Committee, chaired by the college's learning disabilities specialist and staffed by career teachers serving special populations. The committee presented a well-received workshop for all schools in the consortium.

The Monmouth County Vocational School District conducted information programs for parents and students throughout its large service area. It addressed the needs of special populations students through promotional literature, informational programs at area schools, and individual counseling sessions for special populations students interested in Tech Prep. This grantee placed high priority on recruiting and retaining students from four school districts in its service area (i.e., Long Branch, Asbury Park, Neptune, and Keansburg) which have a high proportion of special populations students.

As a final example, many students served in Passaic County Technical and Vocational High School's program were special population students from the poor, urban districts of Passaic and Paterson. The program ensured that these students received appropriate academics and basic technology skills and enhanced career guidance before entering the postsecondary component at Passaic County Community College.

10.5 Describe the impact of Tech Prep professional activities and services on guidance counselors, teachers, and others

Each of the FY94 funded programs was required to comply with the Act's requirement that the projects include training programs for counselors and teachers. The state's review of interim and final reports and the State Tech Prep Coordinator's site visits confirmed that FY94 grantees actively met this requirement, primarily through the use of in-service workshops. As but one example, Mercer County Community College conducted a workshop to inform teachers of vocational subjects how to incorporate reading concepts into their vocational courses.

Training activities conducted by grantees included but were not limited to recruitment techniques, marketing techniques (including marketing Tech Prep to parents and guardians), the identification of occupational competencies, applied academics, development of guidance and placement patterns, and work in curricular alignment.

Most FY94 grantees developed specialized informational literature for counselors, administrators, students, and parents to increase their understanding of Tech Prep's goals. Additionally, many grantees developed curriculum guides for each Tech Prep program.

10.6 Describe the preparatory services provided for participants in Tech Prep programs

In addition to curricular development, revision, and realignment, the 20 FY94 consortia planned and provided various preparatory services during the grant period:

- Developing and implementing strategies to address gender bias and enrollment imbalances in occupational programs
- Outreach and recruitment activities for potential Tech Prep students, with special emphasis on women and minority students
- Specialized personal and career counseling, including career awareness activities
- Prior to students' transition from the secondary to postsecondary level, outcomes testing using certification and licensure examinations and nationally recognized examinations

In one example of outreach and recruitment, Mercer County Community College sponsored a Tech Prep Day in which high school students toured the college's campus to learn about four distinct vocational areas. Later in the year, the college sponsored Laboratory Technology Day during which chemistry faculty: conducted actual lab experiments for students, described the responsibilities of technicians in industry, discussed the education needed to be a lab tech, and discussed career growth and options within industry. Depending on a student's personal interests, the day concluded with a field trip either to American Cyanamid's Agricultural Research Division or to Union Camp's physical properties lab.

Finally, as an example of how grantees increased students' career awareness, the Morris County Vocational School used its business and industry partnership with Sandoz Pharmaceutical Company to develop a program which featured job-shadowing, field trips, guest lecturers and special workshops for students.

10.7 Exemplary Programs

This software package enables a school to facilitate tracking from high school to college and beyond, to provide program evaluation data, to track students' jobs and competencies, to track students' test scores, and to generate student portfolios.

Given Camden County College's proximity to Martin Marietta, a major aerospace and defense contractor, and to other high tech industries, there was a demonstrable need for the college to develop programs in Laser/Fiber Optics Technology and in Computer-Integrated Manufacturing. Camden County College is the only two-year college in the nation to have an entire building dedicated to laser and fiber optic technology instruction. In addition to learning about lasers and fiber optics, Tech Prep students can learn about communication technologies and energy transfer technology, a part of which is the study of medical uses of lasers and fiber optics. Camden County College also is unique among the state's community colleges because the CIM Center contains a fully automated, fully functioning factory where students can apply their theoretical knowledge. In their final semester of study, students form project teams which utilize all their skills to design, program, and build their own manufacturing systems.

11.0
INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION

TITLE I - PART B, SECTION 116
TITLE II - PART A, SECTION 201
TITLE II, PART C, SECTION 235

11.0 INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION

In the 1984 hearings on the reauthorization of the Perkins Act nearly every individual offering comments noted the need to bring together the two parts of our education system, academic and vocational education. The challenge for educators is to translate this rhetoric into a day-to-day reality in schools. Pursuing integration requires us to adopt a new view - that vocational education is a different way to learn the same academic concepts and skills that nonvocational students learn. Vocational teachers see students demonstrate competence, thinking ability, and creativity in a vocational setting that some of them are unable to demonstrate in an academic setting or on a standardized test.

Some "new ways" of thinking about teaching and learning are already being practiced in vocational programs. Students engage in experiential and applied learning. They learn how to pose and solve problems, using the tools at hand or inventing new ones. They work cooperatively, using multiple intelligences (artistic, kinesthetic, and social, as well as linguistic and logical). They have experience with performance assessment - the proof of what they have learned is in what they produce. Working together, vocational land academic teachers have come up with generative themes around which to organized unites and courses. For example, students learning about the homeless can learn residentiall construction (e.g. Habitat for Humanity), and students learning construction can also study homelessness. The cultural becomes a part of the common curriculum, benefiting all students.

NARRATIVE ITEMS

11.1 Number of students in secondary, postsecondary and adult education that were enrolled in vocational - technical education programs with the application of academics in 1993-1994, including the special populations students.

Throughout New Jersey, there were approximately 125,000 vocational education students served during 1993-94 by applied academics in occupational programs of study.

11.2 The type of activities conducted by the State in developing and implementing applied academics into vocational - technical education:

11.2.1 Overall vocational - technical education program(s)

To assist all secondary districts to achieve the applied academics manadate of the Perkins Act, the state joined the six national applied academics consortia thereby making available biology/chemistry, aplied communications, applied mathematics, principles of technology and work-based skills. These materials have been used in both the districts' occupational programs and in conjunction with the tech prep programs that districts have established with community colleges. Eighteen secondary districts and postsecondary institutions purchased materials from Agency for Instructional Technology(AIT). Twelve secondary districts and 6 postsecondary institutions purchased materials from Center for Occupational Research and Development(CORD).

As a member of the Center for Occupational Research and Development and the Agency for Instructional Technology, the SEA was granted licensing rights to specific types of applied academics materials distributed through these two sources. These materials are housed at the Northeast Curriculum Coordinating Center (NECCC) at Aberdeen, a unit of the SEA which, among its other duties, provides curriculum coordinating and technical assistance services for school districts throughout New Jersey.

During FY 1994, vocational educators from 12 districts and one CBO visited to the NECCC to preview the CORD and AIT materials or to borrow the materials through NECCC's lending library. NECCC staff provided assistance to visitors seeking information or help with starting or upgrading vocational curricula, including applied academics.

In addition, the occupational program approval process requires districts to demonstrate how all new occupational programs will incorporate applied academics into curricular offerings.

From the final reports submitted by grantees, the LEAs complied statistics about the relative popularllity of various methods used to meet the applied academics mandate. In terms of frequency (from most frequent to least frequent), the districts integrated vocational and academic education activities as follows:

Method	Frequency in Percent
Incorporate more academic content in vocational courses	47.43
Combine vocational and academic teachers	15.38
Make academic courses more vocationally relevant	12.82
Use occupational clusters, "career paths"	12.82
Use curricular alignment	6.41
Use occupational high schools/magnet schools	3.85

During the project year, the Tech Prep Coordinators of funded projects met as a group nearly every month to discuss topics of mutual concern. The SEA Tech Prep Coordinator was a regular attendee at these meetings, during which times she provided technical assistance regarding applied academics to grantees.

11.2.2 Specific vocational - technical education areas including: Agriculture; Marketing; Business; Health; Industrial Arts (Technology); Consumer and Homemaking Education; Occupational Home Economics; Technical Education; Trade\Industrial Education; Apprenticeship and Non-Traditional.

With regard to the integration of applied academics in specific occupational program area, each of the Occupational Competency Lists, described in Section 7, include related academic skills. These lists have been produced for each of the vocationa program areas. The following page contains the compentency lists completed to date, grouped by occupational program area.

11.3 The services that the SEA\LEAs are implementing to provide assistance to special populations students with applied academics in vocational - technical education.

Describe the services that the SEA/LEAs are implementing to provide assistance to special populations students with applied academics in vocational-technical education.

All grantees conducted workshops to train teachers and counselors regarding the recruitment and retention of special populations students in Tech Prep. In most cases, the Tech Prep coordinator acted as the follow-up person with individual counselors. Some grantees, such as Monmouth County Vocational Schools, conducted a series of county-wide awareness programs, while other grantees work with counselors on a school-by-school basis.

To ensure that special populations students received equal access to Tech Prep, many grantees developed and disseminated special promotional materials aimed at this segment of the student population. These materials were distributed in the schools, at parents' nights and in local shopping malls. At Camden County College, staff consolidated these and other materials intot a Tech Prep Resource Center for use by teachers, counselors, and students.

11.4 The impact of team teaching, developing curriculum, performance standards and core measures, other integrating activities on programs, teachers and students.

As shown in the table in Section 11.2.a, above, 15.38% of Perkins grantees used the team teaching approach or a variation of it. As one illustration, at the Sussex County Vocational-Technical Schoo!, academic instructors in the areas of math, science, and communications provide instruction two days a week within the context of a vocational program. Academic proficiencies and basic strategies are developed by the academic teacher in conjunction with the vocational instructor. The vocational teacher is a participant in each academic lesson, while the major responsibility for instruction rests with the academic teacher. A student's vocational grade also includes a grade for applied academics. Strategies such as these have enabled this school to exceed the state and national norms on the SOCAT competency tests for the district's approved programs in Baking, Commercial Foods, and Computer Science.

11.5 Exemplary program(s) with criteria the State used in selection.

Cumberland County College became one of the first colleges in the east to develop a program in Aquaculture. The college's location in southern New Jersey is a prime one for aquaculture development, especially because the second largest market for seafood in the United States is only two hours away in New York. Other nearby markets include Philadelphia, Baltimore and Washington. In the program, students receive training that combines business administration, biology and aquaculture.

12.0
CAREER GUIDANCE AND COUNSELING

TITLE II

TITLE III, PART C, SECTION 321 - 323

12.0 CAREER GUIDANCE AND COUNSELING

Career guidance and counseling is a comprehensive program which includes activities designed to enhance an individual's career development. Programs are competency-based and focus on self-knowledge, educational and occupational exploration and career planning. An individual career plan for each student is a critical element in the comprehensive career development program. Guidance activities such as assessment, job placement, career days, computerized guidance systems and inservice training for faculty and administration are coordinated by the certified school counselor in the delivery of this program in grades kindergarten through twelve.

NARRATIVE ITEMS

12.1 Impact of the career guidance and counseling in the State, including its benefits.

12.1.1 Types and number of programs and persons served;

All occupational programs and students are impacted by the professional guidance provided throughout their learning experiences There were approximately 125,000 vocational education students in occupational programs in FY 1994..

12.1.2 National Career Development Guidelines including curriculum development and development of competencies;

During FY94, New Jersey was a demonstration state for the "Get a Life" personal planning portfolio based on the National Career Development Guidelines. Neptune Township School District served as the site for the program and integrated the portfolio into their district-designed career development curriculum.

Based on student needs identified in the district, efforts were concentrated in the area of self knowledge. At the elementary and high school levels, "Get A Life" activities were added to the existing lesson plans based on the National Career Development Guidelines. At the middle school, a series of computer activities which addressed the areas of personal and interpersonal skills as well as self-concept were integrated into the computer literacy course required of all eighth graders. A work personality survey was designed to provide students with information about their personal qualities. Additional data was provided through an intelligence survey, an interest inventory and work attitude assessment. Records were stored on the hard drive and students added a hard copy of each activity to their portfolio.

Students enrolled in the district who participated in this effort received the benefit of beginning their own individual career development portfolio. Also, districts throughout the state were able to contact Neptune Township School District to receive information and assistance in implementing their own comprehensive career development programs and students portfolios.

In addition, the "Get A Life" portfolio was the focus of a session delivered to participants of the annual Mid-Atlantic Regional Conference, "Networking for Career Development: The Changing Face of Work," which was held in Mount Laurel, New Jersey, on October 24-26, 1993. This conference drew participants from not only the state of New Jersey but also from states throughout the Mid-Atlantic region. A major benefit was the ability to share information with numerous states and establish contacts for future implementation.

Other local and statewide inservice training sessions were provided. Examples include the following.

One school district provided training for 30 administrators on a comprehensive career development program including a student portfolio. This was followed by series of sessions for 21 middle school teachers. The benefit is a coordinated effort in the implementation process which is supported by district administrators and understood by staff delivering the program.

A unique linkage was initiated through a presentation on the "Get A Life" portfolio at the New Jersey Association for Supervision and Curriculum Development conference. The benefit was the establishment of a network which includes not only teachers and counselors but also district supervisors and curriculum writers who will work together to develop and implement career development portfolios.

New Jersey counselors participated in the "Career Counseling for Change: Helping Students Transition from School to Work" teleconference which was sponsored by the National Occupational Information Coordinating Committee. The benefit to the participants was not only the valuable information received in the national teleconference segment but also materials and contacts specific to the local region in which they attended.

Two presentations were made at the New Jersey School Counselor Association Spring Conference, "Windows of Opportunity," on implementing a competency-based career counseling program and individual career planning portfolios. Approximately 40 counselors participated in these sessions. Students in the local districts represented by these counselors will benefit from the implementation of new and improved career guidance and counseling programs.

12.1.3 **Activities and services for professional development, Career Information Delivery System (CIDS), program evaluation, program effectiveness, Tech Prep programs and students.**

The Mid-Atlantic Regional Conference, entitled "Networking for Career Development: The Changing Face of Work" was held at the Clarion Hotel in Mt. Laurel, NJ, on October 24-26, 1993. The state guidance supervisor and more than 200 participants from six states and the District of Columbia were in attendance. The conference focused on the implementation of comprehensive career development programs.

A presentation on the "Get A Life" portfolio was made at the New Jersey Association for Supervision and Curriculum Development (NJASCD) conference held in the Woodbridge Sheraton Hotel on December 7, 1993. "Get A Life" was introduced as part of a comprehensive career development program and a means to document student achievement of standards. The state guidance supervisor was a co-presenter and subsequently participated in the remaining sessions.

A teleconference, "Career Counseling for Change: Helping Students Transition from School to Work," sponsored by NOICC, was held at a variety of locations throughout the state. Career development specialists first participated in a live segment which differed from site to site. Then the teleconference was broadcast in the afternoon session. The state guidance supervisor participated in a session showcasing the "Get A Life" demonstration site.

The New Jersey School Counselor Association Spring Conference, entitled "Windows of Opportunity," was held at Rider College in Lawrenceville. The state guidance supervisor gave two presentations of "Never Too Young," a session which provided materials and practical tips on implementing a competency-based counseling program and individual career planning portfolios. Approximately 40 counselors participated.

12.2 Exemplary program(s) with criteria the State used in selection.

Neptune Township School District served as a demonstration site for the "Get A Life" career development portfolio this year. In addition, it received the state Planning for Life Award which was sponsored by the U.S. Army. Neptune Township's program description is attached.

CLARITY OF PURPOSE

The Neptune Township Comprehensive Career Program has been in development for the past five years. The goal was to devise a plan so that a comprehensive developmental career program could be delivered to all students. An advisory board comprised of members of the school, business and community gathered together to share concerns and work towards the goal. During our initial phase, the 1988-89 school year, we reached out to students, parents, staff, area businesses and the community at large in order to assess the need for a comprehensive career program. The National Occupational Information Coordinating Committee Guidelines were utilized and an assessment tool was then developed. This survey assessment was administered to a sample segment of our elementary, middle and high school population. Parents, staff and community members also gave their thoughts via the survey. After compilation, a brochure explaining the importance of career development as part of an effective individual educational program was planned, prepared and printed. These brochures were disseminated throughout the community. In this manner all segments of the community were informed as to the need for a comprehensive career development program, the path we needed to take in order to meet the needs of our school population and the expected outcomes of the program.

COMMITMENT

An ongoing investment to the Comprehensive Career Program has been made, and can be attested to, by the creation of the position of a full time Career Counselor. The counselor serves the middle and high school students by delivering the career curriculum. Each of the

five elementary schools is fortunate to have a school counselor who, along with teachers, is an integral part of the career program. All are dedicated to the career planning process. They have helped to develop the district career scope and sequence, the lesson plans K-12 and the evaluation sheets. In order to plan a program with as wide a scope as ours, a great deal of time and effort was needed. The Neptune Township Public School District has been, and continues to be, committed to the Comprehensive Career Development Curriculum. The district has provided appropriate time and financial remuneration where necessary. Additionally, our district has applied for and received grants from the National Occupational Information Coordinating Committee, the New Jersey State Department of Education and the State Occupational Information Coordinating Committee. A portion of our Carl D. Perkins funding was also directed towards this effort. Our comprehensive career program, which is now a New Jersey State Model, is continually stressed during school orientations, in school district newsletters, in-service meetings and P.T.A. functions. We also focus on career development during parental conferences. Our career counselor shares information through a network which includes students, teachers and the students' school counselor. The career counselor also encourages the students to share information gathered in career classes with parents.

COMPREHENSIVENESS

Our Comprehensive Career Program has been planned to be delivered to all students in grades K-12. Due to our unique delivery system we are able to evaluate progress each year. In the elementary school, our counselors and teachers have shared the responsibility of delivering our developed career curriculum to all elementary students. At the middle school our career counselor delivers the career curriculum to all sixth, seventh and eighth grade students on a one week cyclical basis. A Middle School Career Center and a High School Career Center have been established. In this environment our students are serviced in a like and equitable manner. Teachers accompany their students to the career center and are then encouraged to conduct follow up related classroom activities.

COLLABORATION

As a district we have worked collaboratively with the National Occupational Information Coordinating Committee to incorporate their nationally developed guidelines into our district scope and sequence. We have also worked collaboratively with New Jersey State Occupational Information Coordinating Committee and the New Jersey Office of Adult and Occupational Education. Neptune Township has been designated a New Jersey Model District for its unique Comprehensive Career Program. Additionally, we are a demonstration site for the NOICC developed "Get a Life Portfolio." We are presently integrating portions of the "Get a Life Portfolio" into our computer literacy course. In the near future we hope to incorporate "Worklink" into our program. "Worklink" is a record system developed by the Educational Testing Service in collaboration with the National Association of Secondary School Principals and business leaders. "Worklink" is a computer based tool for making school performance count in the work place. It encourages cooperation between the students, the high school and the business community. Through "Worklink", students will be able to

develop skill records and work records. Employers will then be able to utilize these records and recruit students for either full or part time jobs. We continue to work collaboratively with State and National offices in order to promote the importance, immediacy and efficacy of a comprehensive career program. We have presented our model at state and national conventions and have served on state panels. Our program is also the career portion of the New Jersey Developmental Counseling Initiative. We have served as workshop leaders on national, state and local levels. During the past five years we have spoken to school board members, administrators, teachers, counselors and parents. Our audience has broadened and just recently we locally presented and participated in the teleconference entitled "Career Counseling for Change." The Neptune Career Program was featured in an article in the February 1992 edition of the "Vocational Education Journal."

COHERENCE

Upon entrance into our school system all students are issued a Career Development Portfolio in addition to a permanent record folder. Each year career lessons and/or career evaluation sheets are placed in the portfolio. These then follow the student throughout school. Upon exit, complete evidence of a student's participation in the career program exists. A sixth, seventh and eighth grade career course evaluation form has been developed and at the conclusion of the career cycle each student evaluates the course and lists what he/she has gained. The form then becomes part of the student's permanent career portfolio. A copy of the evaluation form is also given to the student's school counselor for follow up. In this manner the student, the counselor and the parent are all aware of the progress being made.

COORDINATION

The Neptune Comprehensive Career Program is a structured program. It ensures that career planning is done on a developmental basis because it is delivered to all students each year. As students develop, their career insights and plans develop with them. Student materials and work samples are kept in the student's career portfolio and can be accessed at any time. All teachers and administrators in the district are involved and/or aware of the program. At the high school, the career counselor along with ninth and tenth grade language arts teachers will be working as a team in order to reach career goals as well as language arts goals.

COMPETENCY

Student goals and career plans are well documented because we deliver our career curriculum. It functions along side of any teacher-infused career information. In this way, we can easily evaluate. We do not infuse our model career program into the general curriculum because we found that we could not evaluate infusion. Our delivered program is very successful. Students, parents and staff all attest to its effectiveness. We are constantly updating and refining our career curriculum because it is ever changing. We can keep up with these changes because we have counselor whose entire concentration, focus and assignment is the delivering of career information. We are proud of our program because

we know it works. We see them make informed choices and thoughtful decisions. We feel that our career program has helped them to do so.

APPENDICES

APPENDICES

A. DIRECTORY OF STATE STAFF

B. INTERAGENCY AGREEMENTS AND MEMORANDA

C. REQUESTS FOR PROPOSAL LIST

D. FY 1994 COSMETOLOGY AND HAIRSTYLIST REPORT

E. POSTSECONDARY ALLOCATIONS BASED ON PELL RECIPIENTS

F. NEW JERSEY PROGRAM PERFORMANCE MEASURES AND STANDARDS FOR OCCUPATIONAL AND TECHNICAL PROGRAMS

G. FY 1994 FEDERAL EXPENDITURES ALLOCATIONS FOR PROGRAM PURPOSES

H. FY 1994 EQUIPMENT SUPPLEMENTAL ALLOCATIONS

I. DIRECTORY OF VERIFIED OCCUPATIONAL EDUCATION PROGRAMS

J. STATE COMMITTEE OF PRACTITIONERS- MINUTES

K. PERFORMANCE REPORT- SECONDARY DATA COLLECTION BY DISTRICT

L. STATEWIDE COMPETENCY ACHIEVEMENT RATES BY ELIGIBLE RECIPIENT

M. STATEWIDE COMPETENCY ACHIEVEMENT RATES BY ELIGIBLE RECIPIEN